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TWENTY-NINTH

ANNUAL REPORT

OF THE

Board of Education

OF THE

CITY OF GRAND RAPIDS

MICHIGAN.

School Year

Ending September 1, 1901.



WHITE PRINTING COMPANY



GRAND RAPIDS, MICH.



REPORT OF THE PRESIDENT.

MEMBERS OF THE BOARD OF EDUCATION, CITY OF GRAND RAPIDS:

In accordance with the rules of your Board and the custom heretofore followed by my predecessors, I take pleasure in presenting to you a report of your proceedings and the work of your schools during the past year. In reviewing the progress of work done towards increasing the efficiency and the higher standard of scholarship of our teachers, we find very gratifying results. A large number of our teaching corps now hold second and some first grade certificates, many having taken the special work provided by our Board during the past two years for those desiring to advance their educational qualifications and results are plainly seen along the line. The old saying that the teacher makes the school is only too true; the welfare and prosperity of our schools depend entirely upon our teaching force for success. Though ever so much money be spent in buying material and equipment and the school be not provided with a good teacher, no permanent prosperity can follow.

The work of remodeling the course of study has again been undertaken by your Superintendent and the Committee on Schools and their work bids fair to be of great benefit to our schools when once thoroughly inaugurated.

MANUAL TRAINING.

After having tried at numerous times, in former years, to get the Common Council's permission and having failed we succeeded last fall in retaining in the budget the sum of \$5,000 for manual training purposes. While it seemed only a very

small sum to begin with yet the work done has demonstrated beyond the cavil of a doubt the great benefits derived by the people for the small outlay made. Under the able management of our Superintendent and the efficient Committee on Manual Training, also the untiring zeal of our special teachers, results have been reached that are marvelous, and judging from commendations heard on every hand it is safe to say that no taxpayer begrudges the small pittance. Although approving of the good work in every respect, I might say that a little regard should be had for the cost and in starting in on another year's work wherein it is intended to branch out or expand, economy should be the watchword. Let the new Board remember that a good thing might be and is frequently overdone and instead of getting the approval of the citizens we would then provoke their disapproval.

KINDERGARTENS.

A year ago about fifteen new kindergartens were started in the city. I might say that it was in response to a general demand from certain quarters which had not been provided with the same. While I questioned the wisdom or propriety of such a course at the time I could not help feeling that if a kindergarten were a good thing in one place it certainly would be in another and the arguments advanced by those asking for the opening of kindergartens were well founded. I am pleased to report that the work along this line has accomplished much good and while the cost per scholar in the kindergartens exceeds the cost in grade work the special training in this branch of our school system lays the foundation which is felt and seen all through our grade work. That the right start be made in all undertakings is of great importance and more especially is this true of our educational system.

SCHOOL LAWS.

To the school laws enacted a few years ago by our State Legislature can be attributed the large number of scholars who have passed through our grammar schools. It seems to me the future promises an exceedingly bright prospect when we see so many fine boys and girls pass through the eighth grade, when in former years so many dropped out as early as the fifth and sixth grades. Forcing attendance at school until the pupil has completed his or her eighth grade is beneficial but sometimes, in rare cases, it has worked a hardship, as in the case of poor families. The law has now been so modified that discretionary power has been given to Superintendents and others having the enforcement of the law in their hands.

I am pleased to report that the largest class in the history of our high school graduated last June with great honors, which, no doubt, is a source of pleasure to our citizens and indicates a healthy sentiment towards higher education. The high school is the poor man's college and should be fostered as much as possible within certain limits. It is a well-known fact that of ten thousand scholars that begin school-life only one-twentieth ever reach the high school. The comparatively large balance terminate their school attendance at the end of the eighth grade. It therefore behooves the Board to look carefully to the needs and interests of the larger number and to make of the primary and grammar grades the most that can possibly be made; also to remember that while we foster the growth and interests of our high school, we should not forget the common school.

LIBRARY.

During the year the question of new quarters for the Library has been solved by Mr. Martin Ryerson, who early in March offered to build for the city a library building costing

not less than \$150,000, on condition that the city furnish a suitable building site. This has been done, your Board having purchased a beautiful piece of ground on the corner of Bostwick street and North Park avenue. I trust the fond hopes of our citizens will soon be realized by the erection of the building. Mr. Ryerson is ready to commence work when the ground is cleared of houses that now occupy the site.

NEW SCHOOL BUILDING.

The crowded condition of schools in the eastern part of the city has made it clear that a new building would have to be erected and in accordance with this demand a school site was purchased in July last. Plans and specifications are now being made and the erection of a new school will undoubtedly soon be commenced.

As several of your presiding officers have done before I also desire to call your attention to the condition of Fountain street school. It is generally known that the construction of this building is contrary to modern methods. The hallways occupy the outer space of the building and the rooms the inside, making them all dark and dreary. I call your attention, also, to the lack of proper ventilation which exists in this building. This, it is needless to say, is a most unfortunate defect and one that deserves most serious attention. The excellence of our new buildings in this respect serves to emphasize the evil of the old and I earnestly hope that some steps may soon be taken to meet the plain demands of the situation.

FREE TEXT BOOKS.

The matter of free text books again came before your Board and was considered and discussed by the various members. After carefully considering the merits and demerits I find numerous arguments in support of the position taken by

its advocates, while we can also find many hindrances to its successful accomplishment. We have had free reading matter in our schools for the past fifteen or sixteen years and last winter saw the unusual spectacle of over fifteen thousand readers of different kinds piled up in the basement of North Division street school, the place where cast-out readers are usually stored, without being able to dispose of them to second-hand book dealers or even being able to give them away. Such a condition would not have been possible had the books been owned by the pupils individually. Fifteen thousand books judiciously distributed in the homes of our citizens throughout the city will be more productive of good results than when permitted to lie unused in the basement of our schools.

In conclusion permit me to congratulate the Board on the gratifying results of the past year. While there has been at times earnestness in matters deemed of great importance, based upon strong convictions of right, and sometimes radical divergences of opinion still the ordinary courtesy of speech has rarely been violated; never has intolerance or undue agitation been manifested. The will of the majority has always been cheerfully accepted and acquiesced in as soon as determined and all have shown their strong desire to work for the public good and not for personal or selfish ends.

I note, also, a willingness on the part of the Superintendent and our able corps of principals to lend their aid in everything that tended to promote the progress of our schools; and while we can hardly expect that perfection can ever be attained yet their present flourishing condition warrants the assumption that the schools of our goodly city will ever lead in the upward march of education and always be found in the front ranks of public school systems of our country. It remains for me now to express to you all my warm and sincere thanks for the cor-

dial assistance rendered and the kind tolerance of my errors and the unfailing courtesy you have all extended to me during the past year.

HENRY E. LOCHER.

REPORT OF THE SECRETARY.

TO THE BOARD OF EDUCATION OF THE CITY OF GRAND RAPIDS

The following is my report of receipts and expenditures of the Board for the year ending September 26, 1901, and also the indebtedness of the city for school bonds at that date:

RECEIPTS.

Balance in Treasurer's hands, September 26, 1900..	\$ 89,059 14
Received from annual estimates.....	247,840 00
Received from one mill tax.....	29,109 51
Received from unpaid taxes.....	18,151 59
Received from primary money.....	53,096 30
Received from non-resident tuition.....	1,056 05
Received from interest on daily balances.....	4,227 27
Received from fines.....	1,955 02
Received from sundries.....	2,006 71
Received from Auditor for school for the deaf.....	1,705 00
Total receipts.....	\$448,206 59

EXPENDITURES.

Teachers' salaries.....	\$230,459 99
Janitors	24,410 96
Bonds	9,000 00
Interest	11,731 52
Printing and advertising.....	822 08
Gilbert fund.....	116 52
Heating apparatus.....	198 00
School furniture.....	889 86
Repairs	12,779 16
Library books.....	2,041 18
Library expenses.....	7,667 28

Grade and sewers.....	700 50
Improvement of grounds.....	1,750 71
Contingent	21,243 72
Insurance	81 70
Water tax.....	1 200 00
Fuel	8 202 88
Library site.....	52,000 00
School site.....	1,700 00
Manual training.....	5,132 49

Total expenditures.....\$392,128 55

Balance in Treasurer's hands September 26, 1901.. 56,078 04

Total\$448,206 59

The indebtedness for school bonds to date is as follows:

\$10,000, issued September 1, 1882; 4 per cent.; due September 1, 1902.

10,000, issued June 1, 1883; 5 per cent.; due June 1, 1903.

9,000, issued October 1, 1884; 5 per cent.; due October 1, 1904.

21,000, issued November 20, 1885; 4 per cent.; due November 20, 1905.

21,000, issued February 5, 1887; 4 per cent.; due February 4, 1907.

8,000, issued June 2, 1890; 4 per cent.; due June 2, 1910.

55,000, issued October 1, 1891; 4 1-2 per cent.; due October 1, 1911.

25,000, issued June 1, 1892; 4 1-2 per cent.; due June 1, 1906.

25,000, issued June 1, 1892; 4 1-2 per cent.; due June 1, 1908.

23,000, issued June 1, 1892; 4 1-2 per cent.; due June 1, 1909.

12,000, issued June 1, 1892; 4 1-2 per cent.; due June 1, 1910.

28,000, issued June 1, 1892; 4 1-2 per cent.; due June 1, 1912.

Total, 247,000.

Respectfully submitted,

ED. H. STEIN.

Secretary.

REPORT OF COMMITTEE ON BUILDINGS.

TO THE BOARD OF EDUCATION OF THE CITY OF GRAND RAPIDS:

Your Committee on Buildings herewith submit their twenty-ninth annual report, being for the year ending September 1, 1901. It contains a detailed report of the estimated value of the land, buildings and location, together with the amount of insurance carried on each building and such other information as is deemed necessary.

Central High school is located in the Second ward, at the corner of Ransom and Lyon streets. It is built of iron, brick and stone, has all the modern improvements and is well ventilated and lighted with both gas and electricity. It has 85,000 feet of floor space with sittings for 1,100 pupils.

Estimated value of property.....\$125,000.00
Insurance..... 17,000.00

Central Grammar school is located on the corner of Lyon and Barclay streets in the Second ward. Size of grounds, 136x370 feet. The building contains twenty-three rooms used for school purposes with sittings for 600 pupils. It is heated by steam and lighted by gas. The closets are located in the basement and on the third floor and are connected with city water and the public sewer.

Estimated value of property.....\$81,000.00
Insurance..... 5,000.00

South of this building is an annex 40x50 feet in size and one story high. It is built of wood and heated by stoves. It contains two rooms which are used for manual training.

Estimated value of property.....\$1,400.00

Union school is a three story brick building, 82x100 feet, located in the Seventh ward on Third street between Turner and Broadway; size of lot, 264 feet on Turner street, 330 feet on Broadway, 250 feet on Third street and 125 feet on Fourth street. This building contains twenty-five rooms with sittings for 1,150 pupils. The building is heated by steam. It is supplied with gas and water and has sewer connections. The closets are located in the basement and on the third floor.

Estimated value of property.....\$90,000.00
Insurance..... 5,000.00

Baxter street school is located in the Tenth ward. Lot 175 feet on Baxter street, 175 feet on Ella avenue and 102 1-2 feet on South Diamond street. It is a two-story and basement brick building containing six rooms with sittings for 300 pupils. It is heated by hot air furnaces and well ventilated. The closets are located in the basement and are connected with the sewer and supplied with city water.

Estimated value of property.....\$18,000.00
Insurance..... 2,500.00

Buchanan street school is located in the Twelfth ward on Buchanan street between Brown and Griggs avenues. The lot is 265x150 feet. It is a two-story and basement brick building, with cut-stone trimmings, galvanized iron cornices and slate roof. It contains eight rooms with sittings for 400 pupils. The building is heated by steam, well ventilated, supplied with city water and well water for drinking purposes. The closets for this building are located in the basement.

Estimated value of property.....\$17,000.00
Insurance..... 4,000.00

Central avenue school is located in the Eleventh ward. Lot 204 feet on Central avenue and 200 feet on Eighth avenue.

It is a two-story and basement brick building, heated by steam and properly ventilated. It has eight rooms with sittings for 400 pupils. Water closets are located in the basement and are connected with sewer and supplied with city water.

Estimated value of property.....\$23,000.00
Insurance..... 3,000.00

Coit avenue school is located in the Fourth ward, with a frontage of 150 feet on Coit avenue and 208 feet deep between Trowbridge and Fairbanks streets. It is a two-story and basement brick building 32x74 feet in size and contains four rooms with sittings for 200 pupils. It is heated by furnaces and well ventilated. The closets are located in the basement and are connected with sewer and supplied with city water.

Estimated value of property.....\$10,000.00
Insurance..... 2,000.00

Congress street school is located in the Third ward. Lot 278 feet on Congress street and 152 feet on Lake avenue. It is a two-story and basement brick building having eight rooms with sittings for 400 pupils. It is heated by steam and properly ventilated. Water closets are in the basement and are connected with the sewer.

Estimated value of property.....\$20,000.00
Insurance..... 3,000.00

Diamond street school is located in the Second ward. Lot 261 feet on Fountain street, 120 feet on Diamond street and 120 feet on Hazel street. It is a two-story and basement brick building containing eight rooms with sittings for 400 pupils. It is heated by steam, well lighted and ventilated, and

has the closets in the basement. They are connected with the sewer and supplied with city water.

Estimated value of property.....\$20,000.00

Insurance..... 4,000.00

East Bridge street school is located in the Fourth ward on East Bridge street, between Prospect street and North College avenue. Lot 209 feet on East Bridge street by 194 feet deep. It is a two-story and basement brick building containing ten rooms with sittings for 500 pupils. It is well lighted and ventilated and is heated by steam. Closets are located in the basement and are connected with city water and sewer.

Estimated value of property.....\$36,000.00

Insurance..... 4,000.00

East Leonard street school is located in the Fifth ward, corner of East Leonard street and North avenue. The lot is 200 feet square, on which is erected a two-story and basement brick building with slate roof. It contains eight rooms with sittings for 400 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$21,000.00

Insurance..... 4,000.00

Fountain street school is located in the Second ward. The lot has 295 feet frontage on Fountain street by 250 feet deep, between North Prospect street and North College avenue. This is a three-story and basement brick building 60x80 feet containing nine rooms with sittings for 450 pupils. It is heated by steam and well ventilated, with closets in the basement, which are connected with city water and sewer.

Estimated value of property.....\$40,000.00

Insurance..... 4,000.00

Hall street school is located in the Twelfth ward. The lot is 200 feet on Hall street and 150 feet on Grandville avenue, on which is erected a two-story and basement brick building with slate roof containing twelve rooms with sittings for 600 pupils. It is heated by steam and well ventilated, with closets in the basement which are connected with city water and sewer.

Estimated value of property.....\$28,000.00

Insurance..... 4,000.00

Henry street school is located in the Tenth ward, on Henry and James streets, between Wealthy avenue and Logan street. Lot 150 feet on Henry and James streets by 270 feet deep. On it is erected a two-story and basement brick building containing eight rooms with sittings for 400 pupils. It is heated and ventilated by the Ruttan Warming and Ventilating System. The closets are located in the basement and are connected with the sewer and city water.

Estimated value of property.....\$22,000.00

Insurance..... 4,000.00

Jefferson avenue school is located in the Eleventh ward, near Fair street. The lot is 166 feet on Jefferson and Cass avenues and 262 feet deep. It is a two-story and basement brick building with slate roof containing twelve rooms with sittings for 600 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$29,000.00

Insurance..... 4,000.00

Jefferson street school is located in the Ninth ward on Jefferson, California and Gold streets. The lot is 246x132 feet, on which is erected a three-story and basement brick building

containing twelve rooms with sittings for 600 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$35,000.00

Insurance..... 3,000.00

Lake school is located in the Third ward. Lot 166 feet on Wealthy avenue and 99 feet on School street. It is a two-story and basement brick building, heated by furnace and contains two rooms with sittings for 100 pupils. The closets are located in the basement, connected with the sewer and supplied with city water.

Estimated value of property.....\$ 5,000.00

Insurance..... 2,000.00

Madison avenue school is located in the Tenth ward on the corner of Madison, Fifth and Terrace avenues. The lot is 183 feet 7 inches by 194 feet 6 inches, on which is erected a substantial two-story and basement brick building with slate roof. It contains twelve rooms with sittings for 600 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$38,000.00

Insurance..... 4,000.00

North Division street school is located in the Fourth ward on the corner of East Bridge, North Division and North Ionia streets. The lot is 169x174 feet, on which is erected a two-story and basement brick building containing ten rooms with sittings for 500 pupils. It is heated by steam and is well ventilated. The closets are located in the basement and are connected with city water and sewer.

Estimated value of property.....\$50,000.00

Insurance..... 4,000.00



KNIFE WORK—TURNER STREET SCHOOL

North Ionia street school is located in the Fifth ward, on North Ionia street between Walbridge and Coldbrook streets. The lot is 200 feet square, on which is erected a three-story and basement brick building containing twelve rooms with sittings for 600 pupils. It is heated by steam, well ventilated, with water closets in the basement connected with city water and sewer.

Estimated value of property.....\$50,000.00
Insurance..... 4,000.00

Oakdale school is located in the Eleventh ward on Oakdale avenue between Seymour street and Kalamazoo avenue. The lot is 180 feet on Oakdale avenue and 125 feet deep, on which is erected a two-story and basement frame building containing four rooms with sittings for 200 pupils. It is heated by furnace and well ventilated. Closets are located in the rear of the lot.

Estimated value of property.....\$ 7,000.00
Insurance..... 2,000.00

Palmer avenue school is located in the Fifth ward on the corner of Watrous and Palmer avenues and Ann street. The lot is 250x190 feet, on which is erected a two-story and basement brick building with slate roof. It contains eight rooms with sittings for 400 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$22,000.00
Insurance..... 4,000.00

Pine street school is located in the Seventh ward on the corner of Pine and First streets. The lot is 187x200 feet, on

which is erected a two-story and basement brick building with slate roof. It contains eight rooms with sittings for 400 pupils. It is heated by steam and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$22,000.00

Insurance..... 4,000.00

Plainfield avenue school is located in the Fifth ward on Plainfield avenue, between Quimby street and Hanover court. The lot is 200 feet square, on which is erected a two-story and basement brick building containing ten rooms with sittings for 500 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$29,000.00

Insurance..... 4,300.00

Second avenue school is located in the First ward on Second avenue near Grandville avenue; size of lot 264 feet on Second avenue by 330 feet deep, on which is erected a two-story and basement ten-room brick building with sittings for 500 pupils. It is heated by steam and has closets in the basement which are connected with city water and sewer.

On the same lot is a one-story frame building containing one room, heated by stove, is used for kindergarten purposes.

Estimated value of property.....\$35,000.00

Insurance..... 4,000.00

Seventh street school is located in the Seventh ward on the corner of Stocking and Seventh streets. The lot is 120x287 feet, on which is erected a two-story and basement brick building containing six rooms with sittings for 300 pupils. It is heated by steam and well ventilated. The closets are located

in the basement and connected with city water and sewer.

Estimated value of property.....\$20,000.00

Insurance..... 3,000.00

Sibley street school is located in the Eighth ward on Sibley and Jackson streets, between Indiana street and South Lane avenue. The lot is 165 feet on Sibley and Jackson streets and 265 feet deep, on which is erected a two-story and basement brick building with slate roof. It contains eight rooms with sittings for 400 pupils. It is heated by steam and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$21,000.00

Insurance..... 4,000.00

South Division street school is located in the First ward on the corners of South Division, Bartlett and Commerce streets. The lot is 165 feet on South Division and Commerce streets and 286 on Bartlett street. This is a two-story and basement brick building with slate roof. It contains fourteen rooms with sittings for 700 pupils. It is heated by steam, well ventilated, lighted with gas and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$75,000.00

Insurance..... 5,000.00

South Ionia street school is located in the Twelfth ward on the corner of Fifth avenue and South Ionia street. The lot is 198x132 feet, on which is erected a two-story and basement frame building containing four rooms with sittings for 200 pupils. It is heated by furnaces and has water closets in the basement connected with city water and sewer.

Estimated value of property.....\$10,000.00

Insurance..... 2,000.00

Straight street school is located in the Ninth ward on the corner of Straight and Watson streets. The lot is 217x122 feet, on which is erected a two-story and basement brick building containing eight rooms with sittings for 400 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer. On the rear of the lot is located a two-story frame building containing two rooms with sittings for 80 pupils. It is heated by furnace.

Estimated value of property.....	\$24,000.00
Insurance.....	5,500.00

Turner street school is located in the Sixth ward on the corner of Turner, Broadway and Eleventh streets. The lot is 200x250 feet, on which is erected a two-story and basement brick building containing twelve rooms with sittings for 600 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....	\$28,000.00
Insurance.....	4,000.00

Walker school is located in the Sixth ward on West Leonard street near Frederick street. The lot is 100 feet on West Leonard street and 149 feet deep, on which is erected a one-story frame building containing two rooms with sittings for 100 pupils. It is heated by stoves.

Estimated value of property.....	\$ 2,000.00
Insurance.....	800.00

Wealthy avenue school is located in the Tenth ward on the corner of Wealthy and Cass avenues and Lafayette street. The lot is 250 feet square, on which is erected a two-story and basement brick building containing ten rooms with

sittings for 500 pupils. It is heated by steam and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$52,000.00
Insurance..... 5,000.00

West Leonard street school is located in the Sixth ward on the corner of West Leonard, Quarry and Elizabeth streets. The lot is 250x300 feet, on which is erected a two-story and basement brick building with slate roof. It contains eight rooms with sittings for 400 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$22,000.00
Insurance..... 2,000.00

Widdicomb street school is located in the Sixth ward. The lot is 120 feet on Widdicomb street and 168 feet on West Leonard street, on which is erected a two-story and basement brick building with slate roof. It has eight rooms with sittings for 400 pupils. It is heated by steam, well ventilated and has closets in the basement connected with city water and sewer.

Estimated value of property.....\$21,000.00
Insurance..... 3,000.00

The Board owns, jointly with District No. 6 of Grand Rapids township, a school site located on the corner of Coit and Knapp avenues. The site is valued at \$3,000, of which the share of the Board is 9-16th, or about \$1,500.00.

Estimated value of library and
library furniture.....\$66,000.00
Insurance on same..... 7,300.00

RECAPITULATION.

Total value of property.....	\$1,199,000.00
Total amount of insurance.....	148,400.00

New roofs at a cost of \$2,500 have been put on several of the older buildings including a slate roof at East Bridge street school.

A school site 230x264 with frontage on Alexander, Winsor and Neland avenues was purchased this year. An eight room building is in process of erection on this site with prospect of an early completion.

Your committee has also made the usual repairs, such as painting, refinishing, etc., incidental to keeping thirty-five buildings in such first-class condition as your committee believes our school buildings to be in.

Respectfully submitted,

HENRY H. LEFFINGWELL,
JOHN ROWSON,
FRANK E. BROWN,
J. G. BLICKLEY,
JOHN H. JOLDERSMA,
Committee on Buildings.

SCHEDULE OF SCHOOL PROPERTY.

SCHOOLS	Location	No of Rooms	No of Sittings	Estimated Value	JANITORS	Weekly pay
Central High.....	Ward 2	47	1,100	\$125,000	Wm. Bush.....	\$ 12 50
					E. G. Williams.....	13 65
					E. G. Miner.....	13 65
					Mrs. E. Daly.....	6 00
Central Grammar.....	Ward 2	23	600	82,400	H. Daly.....	11 00
					J. W. Cole.....	6 00
Union.....	Ward 7	26	1,200	90,000	W. B. Hogadone.....	13 65
					H. M. Palmerlee.....	13 65
Association.....	Ward 1	1	50		G. H. Houvelhorst.....	5 00
Baxter street.....	Ward 10	6	300	18,000	J. Vis.....	10 00
Buchanan street.....	Ward 12	8	400	17,000	G. W. Ryder.....	10 50
Central avenue.....	Ward 11	8	400	23,000	M. Houseman.....	10 50
Coit avenue.....	Ward 4	4	200	10,000	Theo Cole.....	9 00
Congress street.....	Ward 3	8	400	20,000	W. Larraway.....	10 50
Diamond street.....	Ward 2	8	400	20,000	T. TeVeldhuis.....	10 50
East Bridge street.....	Ward 4	10	500	36,000	Ralph Hoffman.....	11 55
East Leonard street.....	Ward 5	8	400	21,000	H. J. Gepford.....	10 50
Fountain street.....	Ward 2	9	450	40,000	E. H. Fisher.....	11 00
Hall street.....	Ward 12	12	600	28,000	F. Nyhoff.....	12 60
Henry street.....	Ward 10	8	400	22,000	F. Dekker.....	10 50
Jefferson avenue.....	Ward 11	12	600	29,000	A. Schipper.....	12 60
Jefferson street.....	Ward 9	12	600	35,000	D. I. Palmatier.....	12 60
Lake.....	Ward 3	2	100	5,000	G. F. Palmer.....	7 50
Madison avenue.....	Ward 10	12	600	38,000	C. Daly.....	13 15
North Division street.....	Ward 4	10	500	50,000	H. VanCourt.....	10 50
North Ionia street.....	Ward 5	12	600	35,000	F. Catlin.....	12 90
Oakdale.....	Ward 11	4	200	7,000	H. Dys.....	9 00
Palmer avenue.....	Ward 5	8	400	22,000	G. E. Gibbs.....	10 50
Pine street.....	Ward 7	8	400	22,000	O. F. Cilley.....	10 50
Plainfield avenue.....	Ward 5	10	500	29,000	F. L. Leffingwell.....	11 83
Second ave and annex.....	Ward 1	11	550	35,000	M. F. Jackson.....	12 60
Seventh street.....	Ward 7	6	300	20,000	P. Nelson.....	9 00
Sibley street.....	Ward 8	8	400	21,000	J. D. Lewis.....	10 50
South Division street.....	Ward 1	14	700	75,000	E. W. Miller.....	13 65
South Ionia street.....	Ward 12	4	200	10,000	M. McDonald.....	9 50
Straight st. and annex.....	Ward 9	10	480	24,000	D. Beebe.....	11 55
Turner street.....	Ward 6	12	600	28,000	P. Maris.....	13 15
Walker.....	Ward 6	2	100	2,000	J. Kosten.....	6 00
Wealthy avenue.....	Ward 10	10	500	52,000	C. Geelhoed.....	11 55
West Leonard street.....	Ward 6	8	400	22,000	E. Norden.....	10 50
West Leonard annex.....	Ward 6	1	50		C. Maris.....	4 00
Widdcomb street.....	Ward 6	8	400	21,000	B. Groenleer.....	10 50
Public Library.....	Ward 4			66,000	Mrs. A. Schmidt.....	8 00
Offices.....	Ward 4				Mrs. M. Smith.....	3 00

REPORT OF THE COMMITTEE ON WAYS AND MEANS.

TO THE BOARD OF EDUCATION OF THE CITY OF GRAND RAPIDS:

Your Committee on Ways and Means would respectfully report that, after a careful inventory, they find the following property in possession of the Board:

Real estate, library and library furniture....	\$1,257,500
Personal property.....	60,000
Total.....	\$1,317,500

The personal property of the Board is distributed among the buildings as follows:

Central High school.....	\$16,975 36	North Ionia street school...	2,028 00
Central Grammar school....	1,595 50	Oakdale school.....	489 70
Union school.....	3,785 52	Palmer avenue school.....	594 69
Kindergarten	100 00	Pine street school.....	1,100 30
Baxter street school.....	897 54	Plainfield avenue school....	1,372 00
Buchanan street school.....	900 00	Second avenue school.....	1,204 30
Central avenue school.....	1,156 80	Seventh street school.....	546 00
Colt avenue school.....	653 80	Sibley street school.....	702 46
Congress street school.....	1,438 82	South Division street school	1,508 30
Diamond street school.....	810 20	South Ionia street school...	624 50
East Bridge street school...	1,522 28	Straight street school.....	1,021 20
East Leonard street school.	817 28	Turner street school.....	1,715 50
Fountain street school.....	1,419 30	Walker school.....	200 00
Hall street school.....	1,525 90	Wealthy avenue school.....	1,155 25
Henry street school.....	1,110 00	West Leonard street school	1,067 62
Jefferson avenue school....	1,400 00	Widdicomb street school....	754 00
Jefferson street school.....	1,224 47	Superintendent's office.....	472 00
Lake school.....	250 25	Supply room.....	2,900 00
Madison avenue school.....	1,279 25	Board room.....	565 00
North Division st. school..	1,000 00	Total.....	\$60,000 00

Respectfully submitted,

M. C. DEJAGER,
J. A. S. VERDIER,
E. F. SWEET.

Committee on Ways and Means.

REPORT OF THE COMMITTEE ON
PUBLIC LIBRARY.

TO THE BOARD OF EDUCATION OF THE CITY OF GRAND RAPIDS:

Your Committee on Public Library herewith presents the annual report of the Librarian for the year ending August 31, 1901.

Respectfully submitted,

JOSEPH ALBRIGHT,
M. C. DEJAGER,
ED. H. STEIN,
Committee.

LIBRARIAN'S REPORT, 1900-1901.

TO THE COMMITTEE OF THE GRAND RAPIDS PUBLIC LIBRARY:

Gentlemen:—I hereby beg to submit my annual report covering a period from September 1, 1900, to September 1, 1901.

Just at this time, while we are on the verge of a new epoch in the life of our library, it will not be amiss to give a resume of its history.

The Grand Rapids Public Library dates back to February 24, 1858, when a large and enthusiastic meeting was held in Luce's Hall for the purpose of organizing a Mercantile Library Association within the city of Grand Rapids. A small library of less than one hundred volumes had been collected by the district at an early date, and was kept in the garret of the old "stone school house." This library had received several donations during and after the date mentioned, especially the volumes of an organization known as the "City Library Association," and with this new acquisition numbered some 2,000 books. A room in the tower of the Central School house was occupied by the consolidated library. Pupils of the several schools of the district, together with residents of the city not members, were given the privileges of the library upon the payment of thirty cents to go toward the maintenance of the same. Owing to the location of the library, the circulation of books at that time was not general among the citizens. After several consolidations with other organizations, notably that of the Ladies' Reading Club, the circulation increased rapidly. Each succeeding year, the number of books added to the library increased, until measures for their removal to more commodious quarters became necessary. This was finally accomplished in

1875, when the library was opened to the public in the second story of the Ledyard block. It remained there in charge of Miss Holcomb, Mrs. Putnam, Mrs. Wood and afterwards - Henry J. Carr, until October, 1888, when it was finally moved to the present quarters in the City Hall.

For a number of years it has become apparent to everyone that the quarters occupied are wholly unsuitable for the purpose intended. The citizens of Grand Rapids may consider themselves fortunate in having the problem of a permanent home for the library solved for them by the magnificent offer of Martin A. Ryerson who has so generously agreed to erect a public library building costing not less than \$150,000, provided only that the city purchase and pay for a suitable site. This condition was complied with in July, 1901, the site selected being the northeast corner of Bostwick and North Park Street.

RECEIPTS AND EXPENDITURES.

The receipts and expenditures of the library for the fiscal year were as follows:

BOOK FUND.

Receipts.....	\$ 3,011 06
Expended.....	2,123 97
Balance.....	\$ 887 09

EXPENSE FUND.

Receipts.....	\$ 9,360 04
Expended.....	7,549 03
Balance.....	\$ 1,811 01

PETTY CASH.

Receipts, library fines.....	\$ 531 70
Expended.....	518 58
Balance.....	\$ 13 12

It will please be noted that the library expenses were very much increased this year by the payment of gas bills of previous years and a bill of \$292 incurred during the year 1899, for redecorating the library rooms.

REGISTRATION.

The registration shows that 5,745 cards were issued this year. These cards are good for two years from the date of issue.

Total number in force Sept. 1, 1900.....	13,211
Issues, series I.....	3,025
Issues, school series A.....	2,551
Issues, teachers' cards.....	169
<hr/>	
Total number issued.....	5,745
Cancelled, series I.....	3,072
Cancelled, school series A.....	2,192
Cancelled, teachers'.....	...
<hr/>	
Total number cancelled.....	5,264
Total increase.....	481
<hr/>	
Number in force Sept. 1, 1901.....	13,692

TEACHERS' CARDS.

Number of teachers using cards, Sept. 1, 1900, to Sept. 1, 1901..... 170

CIRCULATION.

The number of books and periodicals issued for home use has been 135,230, a daily average of 442.

Main library.....	135,230
Branch libraries.....	62,706
Medical library.....	35
<hr/>	
Total.....	197,971
Mounted pictures.....	2,192

BOOKS DRAWN ON TEACHERS' CARDS.

Philosophy.....	19
Religion.....	53
Sociology.....	145
Philology.....	16
Science.....	182
Useful Arts.....	26
Fine Arts.....	90
Literature.....	244
Travel.....	157
Biography.....	228
History.....	511
French.....	1
German.....	1
Polish.....	...
Polygraphy.....	78
Juvenile Fiction.....	148
Fiction.....	71
Total.....	1,970

CHILDREN'S DEPARTMENT.

Every Saturday, between the hours of 9 and 12 A. M., one of the assistants receives the children in the east corridor adjoining the circulating department, and there they are entertained with an instructive program suitable to the day or season.

Picture bulletins of celebrated men and women of especial interest to the children have been hung on the walls with lists of books accompanying them, and in some cases the books themselves have been placed on adjoining shelves open to the children.

Here they are taught to select and draw books intelligently,

to handle them carefully. They are also instilled with the desire to read only the best. "To teach the children to love good, pure literature is one of the grandest works that can be engaged in."

This work can be more advantageously carried on in the new library building than is possible in the present quarters.

The room has been open Saturday mornings from December 1, 1900, to April 20, 1901.

Total attendance..... 670

Average daily attendance..... 33

BRANCH LIBRARIES.

There has been a decided increase in the circulation of the Branch Libraries in the past year. The extent of their use depends largely upon the teachers who, without exception, have heartily co-operated with the library, and to them is largely due the excellent results accomplished.

STATISTICS OF BRANCH LIBRARIES.

SCHOOL	Volumes in Library September 1, 1900.	Volumes Added	Volumes Returned.	Total to June, 1901.	Total Circulation Sept. 1900, to June, 1901.	Average Weekly Circulation, (35 wks)	Additions by Exchange.	Additions by Purchase.	Withdrawals.	Worn out and Replaced.	Total Number Vol- umes in Library September 1, 1901.
Baxter st.....	385			385	2537	73	17	47	25	4	428
Buchanan st.....	341			341	2736	78	9	29	12	3	370
Central ave.....	422			422	1798	51	25	22	11	4	442
Central Grammar	209			209	509	15	9	30	4		244
Central High.....	35			35							35
Coit ave.....	153			153	686	20	6	27	15		171
Congress st.....	186	29		215	1110	32	11	21	19	2	230
Diamond st.....	269	1		270	2205	63	8	38	31	6	291
East Bridge st.....	370			370	2865	82	11	37	5	4	417
East Leonard st.....	252	2		254	1227	35		38	10	3	285
Fountain st.....	210	1		211	459	13	5	9	9		216
Hall st.....	284			284	3828	109	22	31	24	4	317
Henry st.....	309			309	2052	59	29	26	14	1	351
Jefferson ave.....	370			370	3976	114	26	35	58	14	387
Jefferson st.....	337			337	939	27	22	20	24	2	357
Lake.....	120			120	280	8	12	10	14	1	129
Madison ave.....	508	23	23	508	3934	112	6	22	10	2	528
North Division st	164			164	702	20	6	17	12	1	176
North Ionia st.....	408			408	3149	90	8	22	16	3	425
Oakdale.....	125			125	328	9	4	20	6		143
Palmer ave.....	231			231	2113	60	18	29	7	1	272
Pine st.....	235			235	1613	46	11	15	17	2	246
Plainfield ave.....	229			229	3162	90	12	30	12	5	264
Second ave.....	345			345	1575	45	2	23	10	5	365
Seventh st.....	221			221	1225	35	1	33	6	5	254
Sibley st.....	274	1		275	851	24	3	25	1	1	303
South Division st	357	83		440	1130	32	7	17	11		453
South Ionia St.....	146	1		147	447	14	1	18	34	1	133
Straight st.....	252			252	1438	41	40	22	51		263
Turner st.....	403			403	3950	113	13	16	13	1	420
Ungraded.....	50			50							50
Union.....	529		1	528	4440	127	35	26	28	1	562
Walker.....	40			40	398	11		25			65
Wealthy ave.....	400		40	360	1858	53	1	22	2	1	382
West Leonard st.....	289			289	1870	53	3	37	1	1	329
Widdicomb st.....	293			293	1286	37	4	17	3	3	314
Totals.....	9751	141	64	9828	62706	1791	367	856	515	81	10617

CATALOGUE DEPARTMENT.

The total number of books prepared for use during the year was 2,460 volumes.

The analytical work undertaken the past year has proven very successful in revealing much valuable material to the readers.

February, 1901, a duplicate card catalogue was commenced, and all new books added to the library may be found there. The work of copying the old material not printed in the "Second Supplement" will be carried on as time permits. This catalogue is placed in the circulating department so as to be easily accessible to the patrons of the library, making it easy for them to keep in touch with the latest additions.

Following is a detailed account of additions by classes:

CLASS	Volumes in Library Sept. 1, 1900.	Volumes added.	Volumes withdrawn.	Volumes in Library Sept. 1, 1901.
Philosophy	590	20	.....	610
Theology	1298	64	1	1361
Sociology	1877	77	.....	1954
Philology	551	46	11	586
Science	3213	101	6	3308
Useful Arts	1038	31	.....	1069
Fine Arts	952	45	3	994
Literature	3525	134	23	3636
Travels	2467	54	8	2513
Biography	2908	102	5	3005
History	3434	135	1	3568
French	189	13	.....	202
German	1576	.....	6	1570
Holland	1068	.....	19	1049
Polish	463	.....	1	462
Polygraphy	1626	95	5	1716
Juvenile Fiction	5982	593	381	6194
Fiction	8414	238	260	8392
Total circulating department	41171	1748	730	42189
Reference Library	5371	275	.....	5646
Documents	5187	411	.....	5598
Medical Library	4010	26	.....	4036
Total additions	55739	2460	730	57460
Reserve Stock	663	.....	.....	663
Final total	402	2460	730	58132

ACCESSIONS TO THE LIBRARY.

Number of volumes in the library, Sept. 1, 1900.	56,402
Added by purchase to main library.....	738
Added by purchase to branch libraries.....	860
Added by gifts.....	499
Added by bound periodicals.....	244
Worn out books replaced.....	119
Total additions.....	2,460
Withdrawn as worn out.....	689
Withdrawn, lost and paid for.....	28
Withdrawn, lost and not paid for.....	13
Total withdrawals.....	730
Total increase.....	1,730
No. of volumes in the library, Sept. 1, 1901.....	58,132

VOLUMES IN THE LIBRARY CLASSED BY LANGUAGES.

English.....	54,849
French.....	202
German.....	1,570
Holland.....	1,049
Polish.....	462
Total.....	58,132

PAMPHLETS.

No. of pamphlets in the library, Sept. 1, 1900..	3,769
No. of pamphlets added.....	435
No. of pamphlets withdrawn.....	4
Total increase.....	431
No. of pamphlets in library, Sept. 1, 1901.....	4,200

MOUNTED PICTURES.

No. mounted pictures, Sept. 1, 1900....	578
No. of mounted pictures added.....	534
Total no. in library Sept. 1, 1901....	1,112

REFERENCE LIBRARY.

One of the most important features of the Library is the Reference Department, where persons in all walks of life come for help and information. The subjects called for are varied and it takes most of the time of one assistant to look them up. An index of these subjects is kept for future reference.

As it is desirable to co-operate more closely with the schools and clubs of our city, teachers have been requested to send lists of special subjects to be studied, and programs of literary clubs have been obtained as soon as issued. The references have been prepared in advance so that the student may lose no time.

A number of helpful and valuable works have been added during the year.

A most important recommendation for books needed in this department is the filling of the breaks in the magazine sets. The growing use of magazine articles by students and club workers makes this material helpful.

As will be noticed by the statistics, the number of readers is not so large as last year, owing to the fact that certain hours were set aside for the children in another department which lessens the crowded condition for the time being, much to the relief of students.

Attendance.....	34,075
Daily average attendance.....	III
Books from circulating department used for reference.....	5,490

MEDICAL LIBRARY.

Attendance.....	48
Books drawn on cards.....	35

BINDING.

Main library, books bound.....	2,023
Main library, periodicals bound.....	242
Branch libraries, books bound.....	800
	<hr/>
Total.....	3,065
Expense of binding.....	\$1,030.00

REPAIRING.

Main library, books repaired.....	14,733
Branch libraries, books repaired.....	1,333
	<hr/>
Total.....	16,066

CONDITION OF LIBRARY.

An inventory of the library was taken during the summer months, the first one taken since 1898, and, as a result, 49 books were unaccounted for. Of these 42 were from the main library, 6 from the Medical department, 1 from the Reference room. All of these were inexpensive books and a large majority of a small size.

The work was done, as usual, without interrupting the circulation. Seven hundred and thirty volumes have been discarded because of their low rank in literature, or on account of their soiled and imperfect condition. The most worthy of these latter have been replaced.

The high character of literature read in our city is a subject for congratulation. That fiction predominates over science, biography or history, as shown by the statistics, is natural, as so large a proportion of readers demand recreative reading, especially during the summer months. This demand is partly filled by the periodical list, of which we have a long and ever increasing list.

That the wishes of the people may be consulted in the selection of new books, blank cards have been provided upon

which the title and author of any book not in the library may be written with the request for its purchase. These requests are placed on file, and such books as seem adapted to the needs of the library are bought, it being the aim always to select only the best in each line. The person making the request has the privilege of the first use of the book after it is placed in circulation.

In conclusion, your librarian wishes to express her personal thanks to the members of the staff for their earnest and faithful attention to their duties and hearty co-operation, and also wishes to thank the Committee for the kind consideration and courtesy with which they have accepted the recommendations and measures presented to them from time to time.

Respectfully submitted,

ELIZABETH STEINMANN,
Librarian.

Consolidated Statistics of Circulation of Main Library for Year Beginning September 1, 1900, Ending August 31, 1901.

MONTH	Number of days opened	Average per day	Philosophy	Theology	Sociology	Philology	Natural Science	Useful Arts	Fine Arts	Literature	Travels and Description	Biography	History	Polygraphy	French	German	Holland	Polish	Juvenile Fiction	Fiction	Total Issues	Mounted Pictures
September	24	408	95	120	132	13	165	137	202	290	245	150	342	587	16	239	381	58	4037	2578	9787	97
October	27	423	85	125	181	31	179	193	191	460	319	317	519	736	15	274	377	66	2957	4391	11416	58
November	25	502	105	135	226	19	233	170	255	596	352	311	544	858	17	363	431	85	3105	4754	12559	516
December	25	499	110	124	161	15	223	243	245	500	379	275	440	736	8	379	573	148	3353	4573	12485	126
January	26	514	111	143	181	14	256	203	271	518	424	310	570	796	26	456	604	135	3291	5065	13374	8
February	23	581	148	175	168	20	264	219	241	474	370	389	570	801	21	371	572	146	3198	5206	13353	149
March	26	554	168	152	206	15	322	262	305	516	490	381	508	970	20	445	601	148	3257	5649	14415	270
April	26	439	96	105	182	7	252	213	256	491	351	349	390	722	16	327	435	97	2506	4630	11425	468
May	26	379	100	84	148	4	215	156	186	463	268	230	307	693	17	188	352	111	2216	4132	9870	362
June	25	347	71	95	108	19	153	129	170	275	192	160	223	624	22	181	304	100	2122	3729	8677	131
July	26	332	85	94	85	7	141	103	170	221	177	128	258	609	29	194	330	104	2078	3818	8631	2
August	27	342	93	104	109	9	147	142	175	301	175	174	225	627	17	203	307	104	2243	4083	9238	5
Total	306	5320	1267	1456	1887	173	2550	2170	2667	5105	3742	3174	4896	8759	224	3620	5267	1302	34363	52608	135230	2192

Average monthly circulation (12 months)	11,269	Smallest monthly circulation (July, 1901)	8,631
Average weekly circulation (51 weeks)	2,658	Largest weekly circulation (Feb. 11-16, 1901)	3,434
Average daily circulation (306 days)	442	Smallest weekly circulation (June 10-15, 1901)	1,566
Largest monthly circulation (March, 1901)	14,541	Largest daily circulation (March 9, 1901)	1,114
		Smallest daily circulation (Sept. 11, 1900)	510

CONSOLIDATED STATISTICS OF THE GROWTH OF THE LIBRARY, 1888-1901.

YEAR.	Number of books in circulating dept. first of year	Added during year	Withdrawn	Increase	Number of cards in force last of year	Number of books drawn for home use during year	Number of books in Reference Library first of year	Added during the year	Withdrawn	Total increase	Number of readers	No. of books drawn from circulating dept for use in Ref. Lib.	No. of books sent to bindery from both departments
1888-89	16649	773	465	308	5723	100974	4025	657	.....	657	.....	2084	2461
1889-90	16957	982	707	275	6484	117845	4682	507	.....	507	.....	1522	2201
1890-91	17232	3348	237	3111	7038	126315	5189	491	17	474	19147	646	3059
1891-92	20343	2863	276	2587	8071	147552	5663	416	.....	416	26406	662	3389
1892-93	22930	1304	166	1138	8961	160213	6079	1169	.....	1169	28395	639	2799
1893-94	24068	6233	328	5905	11886	218190	7248	500	.....	500	39782	2631	3757
1894-95	29973	2186	272	1914	12679	220404	7748	449	2	447	47493	2876	2401
1895-96	31887	2587	347	2240	11922	206494	8195	230	.....	230	41003	2887	3932
1896-97	34127	2099	411	1688	13064	232313	8601	4419	7	4412	41893	3126	4670
1897-98	35815	2645	311	2334	12668	216864	13013	500	.....	500	41803	1672	3462
1898-99	38149	2594	519	2075	12891	204545	13513	447	1	446	41749	1848	4262
1899-1900	40224	1479	532	947	13211	139032	13959	620	11	609	35885	1439	3037
1900-1901	41171	1748	730	1018	13692	135230	14568	712	.....	712	34075	5490	3065

APPENDIX.

No. of books in circulating library, Sept. 1, 1900.....	41,171
No. of books in circulating library, Sept. 1, 1901.....	42,189
Increase.....	1,018
No. of documents in library, Sept. 1, 1900.....	5,187
No. of documents in library, Sept. 1, 1901.....	5,598
Increase.....	411
Total number of books in library, Sept. 1, 1901.....	58,132
No. of registered book takers, Sept. 1, 1900.....	13,211
No. of registered book takers, Sept. 1, 1901.....	13,692
Increase.....	481
No. of books rebound.....	2,823
No. of magazines bound.....	242
No. of books discarded.....	730
No. of books lost and paid for.....	28
No. of books lost and not paid for.....	13

RULES AND REGULATIONS OF THE PUBLIC SCHOOL LIBRARY.

This Library being established as a Public Library, it is the purpose of the Board of Education, in prescribing the following rules, to avoid all restrictions not essential to the proper custody, control and preservation of the books.

These rules, therefore, will be carefully enforced and followed by those having charge of the library, as well as those participating in its use.

Rule 1. The Library shall be under the immediate control and supervision of the Librarian, and in her absence the first and second assistants shall have full power to act as librarian in the order of their positions.

Rule 2. The following persons shall be entitled to borrow books from the library for home use, upon the conditions prescribed in the next rule, viz.: All inhabitants of the city of Grand Rapids above the age of ten years, and all persons under the age of ten years who are members of the public schools in good standing.

Rule 3. Before any person shall be allowed to take books from the library, he shall, with a surety (who shall be a person of full age) sign an agreement, or make a satisfactory deposit with the Librarian.

Rule 4. All inhabitants of Grand Rapids of respectable character, suitable age and orderly conduct and condition, shall have free access to the library, for consultation, during all regular hours.

Rule 5. The library shall be open from 9 a. m. until 8 p. m. each day, except on Sunday, when the Reference Room shall be open from 1 to 6 p. m., and on Mondays, Wednesdays, and Saturdays, when it shall be open until 9 p. m.

Rule 6. No book shall be taken from the shelves, in any part of the library, by any person not employed in the service of the library.

Rule 7. No person shall have for home use more than one volume on any one day, and no book shall be retained by the person borrowing it more than fourteen days: Provided, always, that any book may be borrowed twice by the same person, but not more than twice, until it shall have been returned to the library, and shall have remained there at least one full library day. Periodicals circulated in their monthly issue, and books marked "Seven day books," can be retained but seven days and are not subject to renewal.

Rule 8. No person who has borrowed a book from the library shall lend it to one not a member of the same household.

Rule 9. To protect the library against loss, and to secure to all a just and equitable share in its benefits, any person detaining a book longer than the regulation permit, shall be fined two cents per day for each day of such retention, the Librarian being charged with the collection of these and all other dues to the library.

Rule 10. Any book detained two weeks beyond the time limited by these regulations, shall be sent for by the Librarian and twenty cents shall be paid by the person who so detained it, to defray the expense of sending for it.

Rule 11. Encyclopaedias, dictionaries and other books needed for reference in the library building, books not easily to be replaced in consequence of their rarity or value, books

expressly given for reference only, and books deemed by the Committee on Library to be unsuited for general circulation, shall be used only in the building: Provided, nevertheless, that in order to allow the widest practicable use of the library, consistent with its preservation and greatest efficiency, a person desiring to borrow any book whatever (except such books as may have been given on condition that they should not be taken from the library), and stating the reason for it in writing to the committee, shall, if the reasons are deemed sufficient, be permitted to borrow it under proper conditions.

Rule 12. All injuries to books beyond a reasonable wear, and all losses, shall be made good to the satisfaction of the Librarian by the person liable; every book detained above three months being held to be lost. The turning down of leaves or marking a book shall also subject the person to a fine of five or more cents.

Rule 13. All books must be returned to the library at such time as may be required by the Committee on Library, under penalty of a fine of one dollar for each volume detained; but reasonable notice of the time of returning them shall be given in at least two daily papers of the city.

Rule 14. Any stranger or person visiting the city for the purpose of literary or scientific investigation, may, temporarily, receive the benefits of the books within the library building by making a satisfactory deposit with the Librarian.

Rule 15. Any person abusing the privilege of the library by unbecoming conduct, by the violation of any of the regulations, by intentional defacement of a book by writing in it, or in any other way, shall be immediately reported to the Committee on Library, who shall, if they think the case requires it, exclude such person, for a time or permanently, from the library, according to the nature and degree of the delinquency

or default; but in case of any gross offense, the Librarian shall act summarily in the matter and cause the offender to be at once expelled from the rooms, reporting the case to the committee as soon as possible, in writing, for their final decision.

Rule 16. The Librarian of the Public School Library shall act under the direction of the Committee on Library, whose executive officer she shall be, so far as pertains to the details of the library and branch libraries, and give her whole time to the library. She shall have power to withhold the privileges of the library from any person who shall abuse such privileges or who does not conform to the rules, and report such action to the Committee on Public School Library.

Rule 17. It shall be her duty to see that the rules of the Board are enforced; to superintend the work of the attendants; to have the supervision of the furniture, books and all appurtenances belonging to the libraries, to give directions to the janitress for the proper care of the same, and to see that such directions are fully obeyed, and to report any injury to the Public School Library property to the Committee on Library. She shall keep the card catalogue up to date.

Rule 18. She shall make herself familiar with the various methods of library economy and the progress of libraries in other places, so that she may be better prepared to devise appropriate means for the advancement of the Public School Library of this city to the highest possible standard of efficiency and usefulness. She shall report the condition of the libraries under her charge at the committee meetings and make such recommendations as may seem necessary.

Rule 19. She shall appoint one of the approved library substitutes a supply in case of the temporary absence of any

one of the library attendants, subject to the approval of the Library Committee.

Rule 20. She shall collect such fines as are imposed by the rules for overdrawn or damaged books and such moneys as are paid into the library from the deposits, by the sale of catalogues and finding lists.

Rule 21. It shall be her duty to send to the Board, annually, a written report giving the condition of the libraries, statistics of the use and growth of said libraries, with such suggestions as may be useful to continue their further growth and improvement.

She shall also make monthly report to the Library Committee of all moneys received, showing sources from which received, also all payments and receipts for the same.

Rule 22. Library substitutes shall be appointed only after passing a competitive examination in literature, history and general topics. Library attendants must also pass an additional examination in library economy, securing an average above 70 per cent. They shall become familiar with the general workings of the Library and co-operative with the librarian in advancing its interests and making the use of the Library educational to its patrons.

Rule 23. They shall observe a quiet, lady-like, helpful demeanor in their attendance on the general public, and faithfully carry out all directions which the librarian shall give them. They shall be required to report for duty five minutes before each day's work regularly begins and make a record of their attendance.

Rule 24. The librarian, first and second assistants, shall receive such salaries as shall be fixed by the Board of Education. All other regular assistants shall be divided into four

classes, and shall receive the following salaries, which will be paid monthly:

Class 1.....	\$28 per month.
Class 2.....	32 per month.
Class 3.....	36 per month.
Class 4.....	50 per month.

Length of service and proficiency in the performance of duties shall be taken into consideration in the promotion of assistants. Approved library substitutes shall receive from ten to fifteen cents per hour for actual work, according to their capacity and time of service.

All advancements to be determined by the Library Committee and authorized by the Board.

Rule 25. All applications for leave of absence shall be made to the Library Committee, and vacations shall not exceed two weeks in any one year (without loss of pay) and at such times as will least interfere with the routine of library work.

Assistants, however, may be given not more than four days additional each year, without loss of pay, at the discretion of the Library Committee, for the purpose of visiting other libraries, or attending library associations, or any meetings that would be instructive in their line of work.

REPORT
OF THE
Superintendent of Schools.

REPORT OF THE SUPERINTENDENT OF SCHOOLS.

TO THE HONORABLE BOARD OF EDUCATION OF THE CITY OF
GRAND RAPIDS:

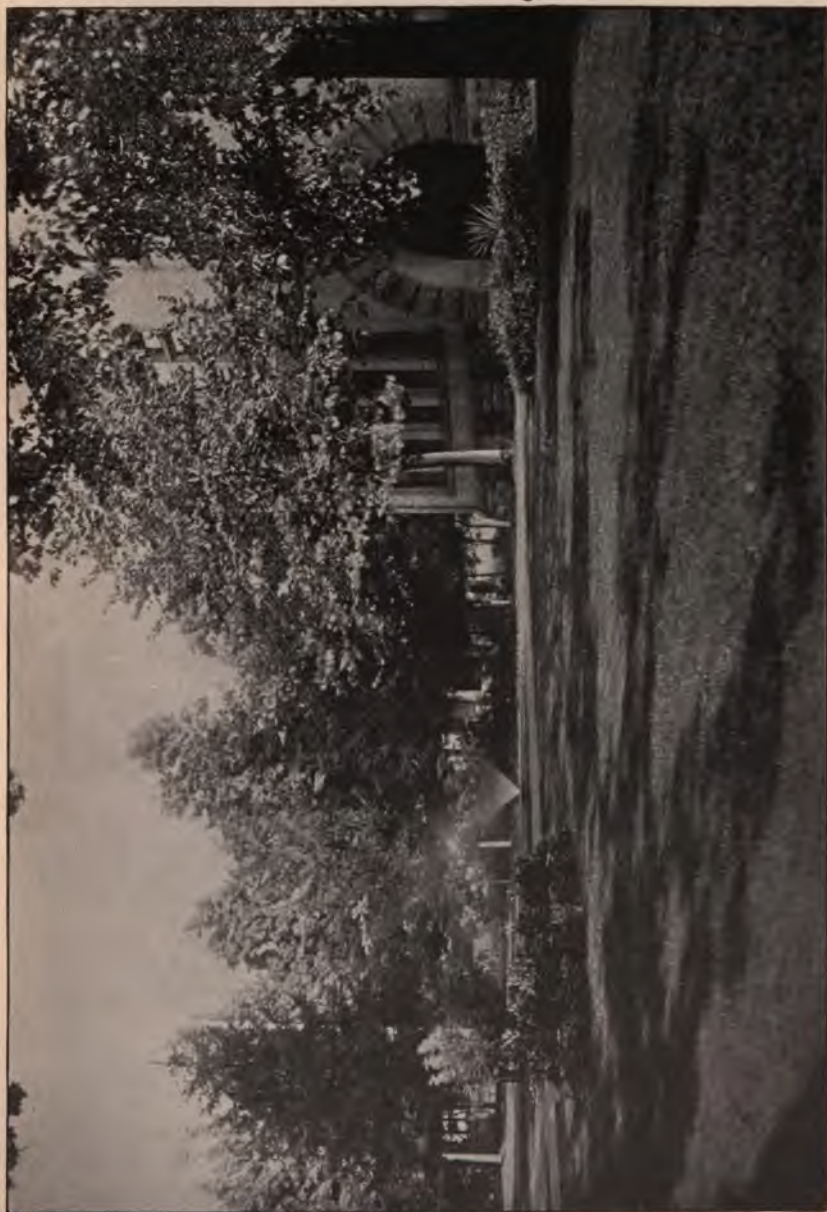
In accordance with your rules I herewith submit the twenty-ninth annual report of the public schools of this city for the school year ending September 1, 1901, being the first which I have had the honor to present.

It has been my purpose in this report to reflect existing conditions and at the same time to indicate something of the policy which should guide in matters of instruction and administration in the immediate future.

THE YEAR'S WORK.

My official term began July 10, 1900. Naturally, plans for the year's work had in the main been completed before I came, hence the schools followed substantially the lines marked out by precedent. It seemed to me well under such conditions to pursue a conservative course and make no structural changes in the schools until a thorough study of existing conditions should reveal necessity for change and indicate the way in which needed changes might be effected most easily and most naturally.

Two extremes are always to be avoided in school administration. One is the tendency to ignore all progress, to look backward rather than forward, to place more stress upon precedent than upon insight, to value more highly the traditional requirements of the school than the needs of the children; in



WEALTHY AVENUE SCHOOL-GROUNDS

such cases the school fails to meet the needs of an ever-changing social and industrial life.

The other is the tendency to adopt every new suggestion simply because it is new, to make hasty and ill-digested plans, to fail to grasp fundamentals, to be wanting in perspective, in short to move without a rudder; in such cases the school becomes a feverish experimental station, lacking in stability and rational guidance. Both plans are unsatisfactory. The school must have stability and permanence; it must be guided by conservatism and wisdom; but it must also be progressive, seeking new light and judiciously adapting and incorporating new truth. A wiser policy aims to preserve the good that is in the old, making it a basis of further progress, and seeks constantly a fuller and better adaptation to the needs of the child in its growth and development. The final test is that the school shall adapt itself to the demands of modern society and all plans are to justify themselves as vital steps in the evolution of the school as a social institution.

In general the work of the year was without special features of interest. The admirable spirit of co-operation manifested everywhere and at all times by teachers was highly appreciated and served greatly to lighten the burden of the new work. All entered heartily and earnestly into a serious study of educational principles and problems. My official associates were cordial and helpful. Teachers were to an unusual degree free from disturbing influences and a general spirit of contentment, so necessary to effective teaching, prevailed throughout the corps. This is a matter more vital to effectiveness in school work than will at first appear to the layman. Teaching is a spiritual process rather than a mechanical one and its effectiveness requires that those who administer it shall be free from distracting and disturbing influences.

The superintendent, assistant superintendent, principals and supervisors of special subjects were active in supervising work in the various schoolrooms throughout the year. Meetings of principals and supervisors for conference were held regularly; also grade meetings and general meetings of all teachers were held from time to time. These meetings afforded opportunity for a comparison of ideas, for establishing a community of interest and a common policy of instruction and administration. Good schools are directed toward certain high aims and ideals; are dominated by certain beliefs constituting an educational creed; have a certain perspective of values which leads to the placing of emphasis on certain fundamental phases of the work, hence adapt practice to the realization of these ends. The more rational the creed and the more effective the practice employed to attain it the better the system of schools. These meetings were directed mainly toward lifting into prominence certain fundamental ideals and establishing certain general principles as a sort of working formula.

In addition, the organization of principals undertook, through committees, some important work relative to certain phases of the course of study and the systematic guiding of children's reading, including the responsible work of preparing a list of choice literature, to be placed at the disposal of teachers and ultimately to serve as a guide to the home in the selection of books for children's reading. These undertakings, immediately helpful as they are, serve as an indication of the commendable spirit of study and inquiry on the part of principals and supervisors into the best that may be done to make the schools genuinely serviceable to the children.

Distinct encouragement was given throughout the year to the cultivation of a spirit of mutual co-operation between the school and the home. Perhaps this is the most fruitful and far-

reaching work attempted. The school sought to enlist the active personal interest of the home in the work of the children. It also stimulated a growing interest in the welfare of the school and thus fostered a mutual good-will between the teacher on the one hand and the parent and children on the other. Parents' meetings were held in all the schools with gratifying results. The large attendance of parents gave abundant assurance of deep personal interest in the work of the schools. In some districts parents' clubs were formed and mothers' meetings organized, the latter especially in connection with the kindergartens. In some cases interesting conferences were held and school problems discussed; in all cases the written and constructive work of the children was inspected. The helpful and supporting influence of these meetings was distinctly felt in the conduct of the schools. They were not only pleasant social events but they served greatly to strengthen the bond of mutual sympathy and co-operation without which the finer and better results of school training are lost to the child and to the community. These two great forces—the home and the school—both seeking the same end, viz., the highest good of the child, should supplement and re-enforce each other at every point and work together in mutual confidence and good-will.

In working toward the attainment of these ends the school greatly increases its efficiency and value to the community. It integrates itself into the life of the neighborhood and becomes an agency for social betterment.

COURSE OF STUDY.

Much importance attaches to the course of study. It constitutes the working formula for teachers. Until within recent years it was valued chiefly for its quantitative divisions of sub-

ject-matter. More and more it is regarded as merely suggestive, indicating minimum requirements and guiding in the distribution of the emphasis. The measuring-stick idea in education has dropped into the background since the richest and best fruits of training appear in habits, disposition, character—and these are qualitative rather than quantitative results. Growth and the time-element have become correspondingly prominent.

Formerly the course of study designated the pages of the text-book to be learned; now it designates subjects and phases of subjects to be treated and the book has fallen into its proper place as a tool of instruction, helpful in furnishing data and exercises but not itself to be taught. Then the teacher measured her work in terms of text-book pages; now she expresses progress in terms of a growing power to meet new conditions, to do new things, to apply knowledge to new fields of endeavor. Then standards of promotion were based on quantitative results, on the amount of work done; now advancement is determined chiefly by the gains in power and the probable ability to meet the demands of the new work. Then the making of a course of study was a simple thing requiring neither scholarship nor insight. Now it is a delicate and difficult work requiring a high degree of professional skill, a sane perspective of values among the various subjects of instruction, an intelligent appreciation of the scope and aim of education and a judicial attitude of mind. These are necessary to ensure against one-sidedness in training from which little children are great sufferers. Indeed one of the most difficult problems for a superintendent is to secure and maintain a proper balance among the various subjects of study and a judicious poise in the method of treatment. It must always be borne in mind that a conservative poise is vital to an all-sided training. More than all else, perhaps, does the making of a course of study

demand a delicate sense of discrimination with reference to the influence on children which certain subjects of study and certain methods of instruction produce. The whole subject is one involving great responsibility and the consideration of a wide range of contributive influences.

In accordance with the recommendation of the committee on schools a revision of the course of study for the grades is in progress. The changes contemplated are chiefly those of adjustment. Indeed a good course of study is a growth and is subject to constant change in order to meet new conditions and new insight. Changes mean simply a re-distribution of the emphasis among the various phases of school work. The recent changes in the high school course are designed to give simplicity and flexibility to the work, adapting it more fully to individual aptitudes and purposes. Rapid change is taking place in the industrial and commercial world. This affects social conditions; what further changes this may demand in educational practice cannot yet be fully determined. That modification in school policy may be necessary to meet the new conditions is apparent to every thoughtful person.

CHILDREN'S READING.

The somewhat limited supply of reading matter for the grades received substantial increase during the year by the addition of choice material suited to re-enforce the work in history, geography, nature-study and literature. This new material was selected with great care and with much regard to its literary quality. It was greatly appreciated by the children and served to increase their interest as well as to foster a spirit of investigation and research. The quality of the reading material in the Grand Rapids schools is a matter of just pride.

The school teaches children to read and it is no less a part of its duty to cultivate a healthy literary taste. The habit of reading and the taste for the wholesome in literature must be established during the early period of the elementary school. The successful teacher of reading must herself be appreciative of good literature. No more important function than this belongs to the school and no influence in the life of the child is more potent or more abiding than that of the habit of reading good books.

The school has a further duty to the children in guiding their reading outside the school. The branch libraries in the various schools offer exceptional opportunity to teachers to stimulate and direct home-reading. This should be utilized to the fullest extent. The supply of books is meager but the plan is excellent and in time we may hope for a more liberal appropriation for this important adjunct to the school. Successful experiments have been made in many cities in sending sets of books to the various buildings, to be exchanged from time to time, thus forming a sort of circulating library. What these libraries contain and what the children read is of the utmost importance. To aid at this point the principals, acting through committees, are making a careful study of children's books with a view to prepare a choice list which may be placed at the disposal of teachers to serve as a guide in directing the reading of children. It is believed that the school may effectively join the home at this point by placing similar lists at its service. The undertaking is an important one and should result in improving the quality of the books read by the children.

The abundant faith which our teachers manifest in the influence of good books on growing children is sufficient guaranty that this work, not heretofore attempted, will be made serviceable in the interests of child-training.

I am pleased to report a most cordial relation existing between the public library and the public schools and an increasing tendency in all quarters to co-operate in the work. Our thanks are due the librarian for helpful privileges granted and for making the library a genuine aid to the schools.

BEAUTY IN SCHOOL-ROOMS AND SCHOOL-GROUNDS.

The growing appreciation of the effect of environment upon the attitude and tendencies of children is manifested in the increased attention shown everywhere to the decoration of school-houses and the embellishment of school-grounds. For the purpose of touching deep moral motives the school seeks to enlist the interest of children in these enterprises. They offer a common center for social endeavor, teach the value of organized effort and cultivate the sense of beauty in children.

All of our school-rooms furnish abundant evidence of the efforts of children and teachers in this work in the choice pictures and plaster pieces which adorn the walls. They add beauty to the school-room and are helpful in supplementing the work of the school in literature, history and geography. In some buildings these art products represent an outlay of several hundred dollars. Last spring the schools shared in the general revival of interest in municipal beauty. In many buildings modest undertakings, consisting of window gardens, fence effects, etc., were attempted by teachers and pupils with much zeal and with a fair share of success. Helpful encouragement and assistance were given by a committee of the Ladies' Literary Club. Superintendent Cukerski of the city parks also aided and the schools are grateful to him for suggestions and help and for plants which are usually destroyed at the approach of winter.

In addition to these efforts so successfully carried on by

teachers and pupils the Board of Education is lending its aid in this important work. The recent decoration of the school-room walls in soft, pleasing tints, favorable to the light and restful to the nerves of children is most praiseworthy. In like manner the successful beginning made at embellishment of the larger school grounds, notably at Wealthy avenue, Central Grammar and Central High schools is an important contribution to municipal beauty. This initial work is worthy of the highest commendation. The general movement to beautify the city has deep social and moral significance. It is worthy of the active support of every citizen. Essentially it is an effort to purify and enrich the life of the people and as such it is a public benefaction. Grand Rapids enjoys an enviable reputation for the beauty of its homes and streets and the attempt to beautify its public-school grounds is only in keeping with the general spirit of progressiveness for which the city is noted.

SOCIAL FORCES.

Every community has a progressive sentiment that makes for social well-being. Essentially it is educational in its influence. It organizes for study and improvement, encourages adequate library privileges, provides lecture courses and art exhibits, supports social settlements, charity organizations and humane societies, establishes hospitals, homes for neglected and dependent children, and juvenile courts for delinquents, provides public parks and playgrounds, encourages municipal beauty and in various ways develops a strong community-interest and creates a healthy public opinion.

Incidentally this same public spirit operates actively in support of school needs. It urges playgrounds, the decoration and sanitation of school buildings, the establishment of kindergartens, the introduction of manual training, art, music,

choice literature and physical training. It is a positive influence in improving the standard of teachers and increasing the efficiency of the system. It stands ready at all times to co-operate with school authorities in securing improved conditions for public education.

In an organized way this spirit differentiates itself into various specific interests, prominent among which are woman's clubs, art leagues, musical societies, commercial clubs, labor assemblies, young men's and young women's Christian associations, etc., each having its special field of activity. The school touches hands with all these varied interests, draws help and inspiration from all and offers a common meeting-ground for all forms of social endeavor. A federation of all these varied social forces that operate in the community for the spread of civic intelligence and the growth of community interest, with the school as a common center, would be a public benefaction.

Grand Rapids ranks well in respect to these things. During the past year the school has distinctly sought the helpful service of these various social forces in the interests of the children. Lectures to the children and to parents have been freely given, art products have been loaned or contributed, it has been possible for the children to hear good music rendered by the best local artists; indeed all the social forces in the community have been drawn upon and have freely contributed from their wealth of material to the training of our children. For this generous spirit of helpfulness and co-operation I am profoundly grateful. Thanks are due the Ladies' Literary Club and the Grand Rapids Kindergarten Association for courtesies in extending invitations to the teachers of the city to hear special lectures given during the year.

The activity of social forces and the tendency to place them all at the service of the school is significant and hopeful.

PHYSICAL TRAINING.

Physical health lies at the foundation of mental power and useful service. For this reason it is one of the first things that should concern the school. The conviction is widespread that physical training is not less important than intellectual training and that the school is enormously one-sided that interests itself solely in intellectual development. It is during the growing period of the elementary school that physical training offers its greatest possibilities.

Physical training means attention to those things that make for bodily well-being. It implies systematic muscular exercise having for its purpose health, strength and skill of body. These are to be secured through school-sports and gymnastics. It is a common mistake to regard muscular exercise as valuable solely for developing size and strength of muscle. This of course is one of the ends reached. But equally important is the motor control acquired in executing the more complex movements involving higher co-ordination and yielding gains in bodily discipline. This is a functional growth, the advantage of which becomes apparent when considered in the light of the well-known fact that the working power of the brain is essentially restricted to the control of the voluntary muscles. It is in the motor control of the body that the kindergarten renders such large service to little children.

Physical training is also remedial and corrective in its effects. It relieves and often cures serious ailments. It counteracts disease and corrects defects. Nervous diseases which are increasingly frequent in children are improved and often overcome by systematic exercise. Statistics show that fifteen to eighteen per cent. of school children have curvature of the spine. This and many other defects may be helped and often entirely corrected by judicious training during the period of rapid growth and development.

There can be no doubt that modern conditions of living greatly increase the need for physical training in the school. The adulteration of foods, contamination of air and water, imperfect sanitation, excess of noises, irregular hours of sleep, lack of work—these are the influences that affect the children of the present day and are to be counteracted. City children lack the exercise necessary to give firmness and vigor to the muscles of the heart and lungs. They are often ill-developed and wanting in pride of bodily perfection. It is a mistake to suppose that children will take sufficient exercise in their free play to satisfy physical needs. Systematic exercise so planned as to realize the various ends of physical training is absolutely necessary to a high state of bodily development and health. The benefits are far-reaching and of permanent value. They extend beyond the mere present. Under the favoring conditions of intelligent physical training children will often outgrow and overcome what would otherwise develop into permanent defects.

As yet physical training has received only incidental attention in the Grand Rapids schools. During the past year considerable interest was developed in school sports. Basket ball, curtain ball, bean bags, etc., were actively encouraged and in many schools a real zest for play was shown. In a few instances club swinging was attempted. The enthusiasm manifested by teachers and principals was most encouraging and all agree that school-spirit was greatly strengthened by this common bond of interest. These games have intellectual and moral value; they cultivate individual responsibility, promptness of decision and give experience in dealing with emergencies. They develop courage, endurance, self-control and the sense of fairness. Want of room serves as a positive hindrance to this work in many buildings—even the attic rooms are rendered useless by a careless adjustment of the

ventilating apparatus. Every school building should have an assembly room suitable for school entertainments, parents' meetings, etc. Such a room would serve ordinarily for a gymnasium and for school games. In many cities the hallways are used for this purpose and this is certainly preferable to nothing. A small amount of apparatus for each school and an intelligent director of physical training would place the work on a sound basis. The kind of teacher here contemplated is not a mere expert in gymnastics but a thoroughly trained director who is familiar with the physiological and psychological laws of growth and who can adapt exercise to the individual needs of children. I would strongly recommend that the work be organized on this basis at such time as the Board of Education may feel justified in making the necessary expenditure which at the most would not be great.

Public playgrounds are much needed in Grand Rapids and I hope to see the citizens unite in a common effort to provide this pressing need. The high schools should be provided with gymnasiums and regular work under skilled direction should be offered.

The general movement to rationalize school practice and make it conform to the well-established laws of physiology and psychology is significant and encouraging. Teachers are studying the periods of growth in children, the orderly development of the nervous system from the fundamental to the accessory, the special senses particularly those of eye and ear, mental fatigue, the emotions, the physical basis of temperament, the effects of punishment before fellows, the motor element, etc., and are seeking to establish the practice of the school in the light of this investigation. Although the school is conservative and habit clings with wonderful tenacity yet the outlook is most hopeful that the school may become more

flexible and more genuinely helpful to each child at the point of greatest need.

MANUAL TRAINING.

The approval by the city Council in October of an appropriation of five thousand dollars for manual training and the subsequent introduction of the work into the fifth, sixth and seventh grades marked the distinctively new feature in the year's work. The unanimity of sentiment in both the Council and the Board of Education in favor of hand work as a factor in education is cause for congratulation.

A central shop for work in wood and a laboratory for cooking, each with an equipment for thirty-two pupils, were opened in the frame building on the grounds of the Central Grammar school. For the seventh grade pupils four classes were held daily, one and one-half hours in length, each class devoting one period a week to the work. There were 450 boys enrolled in the shop and 520 girls in the cooking laboratory—in both 970 pupils.

The total cost of equipment was \$1,013.32, of which \$579.98 was for the shop and \$433.34 for the laboratory. The cost of maintenance of the shop was \$67.29 and of the laboratory \$110.20, of both \$177.49.

The average cost per pupil for equipment is as follows:

For boys.....	\$1 28
For girls.....	83
For both.....	1 05

The average cost per pupil for maintenance is:

For boys.....	15c
For girls.....	21c
For both.....	18c

In the fifth and sixth grades instruction in sewing and

knife-work was given in the regular school-rooms, the teachers of these branches visiting the various buildings once a week. In the knife-work 1,323 boys were enrolled and in the sewing 1,307 girls, in both 2,630. The cost of equipment was \$519.10, for maintenance in the knife-work \$77.85, in the sewing \$68.87.

The average cost per pupil for maintenance was :

For boys.....\$.06

For girls..... .05

For both..... .05

The classes were started January 2, 1901, in charge of a director and six assistants, as follows: One teacher of carpentry and joinery, one of cooking, two of knife-work and two of sewing.

The introduction of this work marks a distinct event in public education in this city. Of course this initial work, covering a period of six months is not sufficient data on which to base conclusions as to the validity of manual training for educative purposes, but the results are entirely satisfactory and furnish abundant assurance that constructive work will in time fully justify itself as a vital and fundamental factor in education.

The absorbing interest of the children in the work; their better attendance at school on manual training days than on other days; their growth in skill in manipulation, in earnestness and purposefulness, as well as in habits of patience and accuracy are unmistakable evidences of the vitalizing influence of the work. Further training may be expected to reveal its effect upon the character of the children in a steady growth of will-power, manifesting itself in increased power of attention, concentration and perseverance; in a growing consciousness of their own power, of ability to do, to execute, to put forth, and a growing appreciation of the value of work; in a growing

habit of using knowledge for practical life-purposes, adapting means to end, thus training the powers of judgment and reasoning; in developing qualities of devotion and benevolence, directing their energies to the realization of purposes intimately related to their own lives and co-operating with others in work for common ends. These are high aims affecting quality of character and citizenship, toward the realization of which manual training will be found a most potent agency.

One phase of the educational importance of manual training is its economic value. It is this that appeals strongly to most persons and justly so. Citizenship implies the ability to do something and to do it intelligently—to become an active factor in the economic life of the community. It means efficiency in all the relations of life and this includes the economic relation. The modern demand is for intelligent and skillful workers and it is fair to ask that the school shall heed the demand.

Manual training has also a sociological value. The modern factory system of labor removes all work from boys. The growing evils of street loafing and vice are the consequences. Manual training gains a strong hold on this class of boys and saves many from absolute wreck. It will reduce the number of children annually sent to reformatory institutions. Indeed, there is an influence in manual training that lays hold of the entire organism of the child—physical, mental and moral—affecting his whole being and changing his attitude toward things and life. It trains the whole child and awakens him to the fact that there are useful things in the world to be done and that he has power to do some of them. Probably the vital thing in it all is that it offers opportunity for the exercise of the motor activities, directing them toward the interests that affect our very being—the problems involved in industrial

pursuits, in the processes of our daily living, in the pursuit of food, clothing and shelter. These have been the pressing problems of the human race. They are life-problems and they command the interest of children.

The movement in education toward emphasis of the motor activities as a factor in development is the most fundamental fact in the present trend in educational thought. Within a few years we have changed our conception of the child from that of a static, receptive being to that of a dynamic, active doer, and this accords more with common-sense observations of children. We have come to see that through the exercise of the motor activities the child develops himself, hence the business of the school is seen to be to provide the exercise-ground for the motor activities and to direct and guide them. Manual training furnishes this need and connects directly with life-interests.

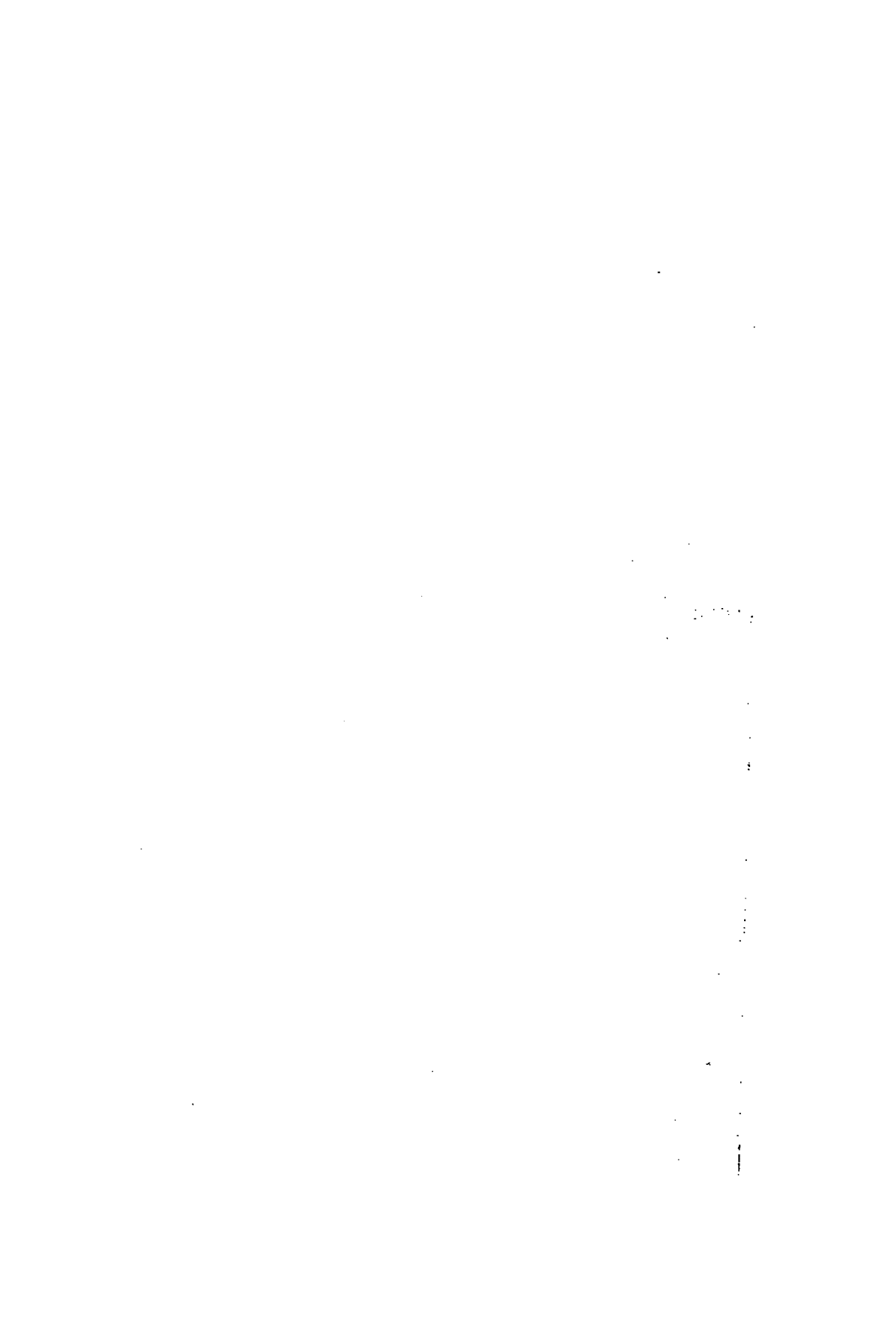
Indeed, the motor activities constitute the point of departure around which educational practice centers. It is a method in education rather than a formal kind of work added to the usual curriculum of the school. It is education by and through hand-work and in introducing it the school is only adjusting its practice to its theory. Herein lies an important fact for the teacher of manual training; it aims at character and efficiency; it has distinct social and economic value; its results are to be expected in the child rather than in the product; its value does not lie in the forms and exercises but in its adaptation to the needs of the children. Logically and ultimately it will find its root in—and grow out of—the other phases of school work.

Manual training should be so planned as to stimulate originality in children, enlist the pupils' individual interests and motives, offer opportunity for adapting means to end and pro-



CARPENTRY—BARCLAY STREET

-DR. LINDSAY-



vide for social co-operation. It is important that teachers of manual training should have this large view of the scope and aim of the work. The perfunctory giving of a series of set exercises will never accomplish these aims. The demand is for teachers of insight, scholarship and studentship. Mere technical skill will not satisfy. Teachers are needed who will study the work from its educative side.

The work, during the coming year, will include the eight grade pupils. Three additional centers will be opened for shop-work and cooking—in the Madison avenue, Plainfield avenue and Turner street schools.

The Board of Education is to be congratulated on the introduction of the work into the elementary school where its need is most pressing and its influence on the nervous system is greatest.

KINDERGARTENS.

At the beginning of the school year fourteen new kindergartens were opened and the work was organized under the direction of a supervisor. During the year the Waterloo free kindergarten was made a part of the public school system. Three additional kindergartens will be opened in September making in all twenty-nine public school kindergartens in the city.

The conditions imposed by the Board of Education whereby any district may secure a kindergarten on the request of its citizens is a wise provision. It places the responsibility where it belongs. It guards against the opening of a kindergarten where its value has not become recognized. The prompt response of the citizens in many districts as shown by the rapid increase of kindergartens may be regarded as a fair indication

of the appreciation in which the kindergarten is held by the people.

Modern psychology, in emphasizing the relation that exists between brain growth and mental aptitudes, has thrown some light on the validity of the kindergarten. It shows that the period of most rapid brain growth which in the child is from four to seven years is the period best suited to establish lasting impressions and to fix permanent habits. The kindergarten in the all-sidedness of its appeal to the child is especially adapted to this plastic period of childhood. It seeks to give the child control of body through free play and games, as well as in constructive work; it provides a rich experience as a fundamental basis of knowledge; it stimulates purpose to achieve by doing, offering opportunity for representative and creative work in applying knowledge gained through observation and experiment; it socializes the child by placing him in a democratic society in which community-interest is made prominent. The social value of the kindergarten, the experience which it gives the child in community-life, in adapting himself to and co-ordinating himself with others in social work is alone sufficient to justify it as a feature of public education.

Unquestionably in the grade school the child that has had kindergarten training has an advantage over the one that has not had such training. His senses are more alert, hence he interprets more readily; he has better control of his muscles, hence more skill of body. He co-operates with others more readily, hence is more efficient and happy. Dr. Wm. T. Harris, United States Commissioner of Education, estimates that the kindergarten child has the equivalent of at least a year's advantage over the non-kindergarten child.

It must always be borne in mind that the kindergarten is a phase of education, a part of a progressive system; that it

leads somewhere; that it is not a detached and separate department. Failure to recognize this fact leads to exclusiveness on the part of the kindergarten. Close articulation between the kindergarten and the primary grade is of the utmost importance.

There is a decided tendency to strengthen the instruction—the mental diet—of the kindergarten; this is commendable. The enrichment of the work in nature study and in the sociological study of industries has vitalized the instruction and intensified the child's interests. Essentially the effort is to modernize the kindergarten, adapting it to present social conditions; to make it aid the child in interpreting the complex and highly organized social and industrial life in which he finds himself. The sentimental work which until recently characterized so many kindergartens is rapidly giving place to strong, purposeful treatment. This is facilitated by the increasing number of kindergartners who have scholarship and culture and by the lengthening and strengthening of the courses in kindergarten training schools as well as in raising the standard of admission.

The demand is strong for kindergartners who have natural aptitudes, a liberal education, refinement and a genuine appreciation of the needs of little children. It must not be supposed that because the children are small scholarship and personality are not needed in the teacher. Indeed the fact that the children are so impressionable at this stage and so dependent on the guidance of the kindergartner furnishes all the more reason for maintaining a high standard of requirement. The standard of qualification for kindergartners fixed by the rules of the Board of Education is not high and in the interest of efficiency in this department I strongly urge the close adherence to the rule.

In this connection I am pleased to be able to commend the progressive spirit which characterizes our kindergartners, their earnestness in the study of educational principles, and their constant effort to establish their practice more firmly on rational ground.

The generous action of the Board of Education in making it possible for our kindergartners without loss of time to attend the meeting of the International Kindergarten Union, held at Chicago April 10, 11 and 12, is worthy of commendation and was received with genuine appreciation by the kindergartners, who almost without exception attended and found it a source of inspiration and help. Grand Rapids enjoys the distinction of having had the largest delegation in attendance at the meeting.

HIGH SCHOOLS.

The Grand Rapids high schools have a reputation for efficiency that is more than local. They rank well among the high schools of the country. In general an excellent spirit characterizes the work of both teachers and pupils.

The important factor in a high school is the teacher. She deals with pupils at the most delicate and trying period of their development, a period difficult alike to both pupil and teacher. She needs scholarship but even more does she need insight, sympathy and a leadership that inspires and guides young people to the best their nature offers. To be a positive and influential factor in the lives of young people one must offer more than mere academic attainment.

Departmental work limits the teacher's acquaintance with pupils' abilities. Each has his individual aptitudes and interests. To reverence the individuality and to respect at its full value the ability of the pupil who does not have natural facility

in her particular department of instruction, however capable he may be in other departments, require larger insight and deeper sympathy than all teachers possess. It is not to be expected that pupils will come from a course of instruction in a given subject with equal power in it, though it will not infrequently happen that the greatest natural ability will be found in the pupil ranking lowest in the given subject.

Knowledge of children, of the laws of physical and mental development, of the periods of growth together with the characteristics of each, of the motor element, of the emotions, of dominating motives and tendencies—these are fundamental subjects of study for the teacher. An intimate acquaintance with the fundamental conditions incident to the period of adolescence is an essential requirement of the high school teacher. Young people are to find in the teacher the strong influence of a personality that inspires and guides. In respect of these things I am pleased to report a growing interest and appreciation among high school teachers.

Recent changes in the course of study increase the range of elective studies, thus recognizing individual interests and abilities of pupils as well as individual purposes and probable future occupations in life. A distinct educational gain comes from securing the active co-operation of young people in directing their own studies and in assuming a measure of responsibility with reference to the choice. Unquestionably pupils have a more definite purpose in the work under such conditions than they do when they follow a prescribed course.

The adequate recognition of the economic and industrial needs of society would place manual training and domestic science courses in the high school and would expand and enrich commercial courses. Grand Rapids is not merely a literary center; it is also a manufacturing and commercial center and a city of homes. I look forward with hopeful anticipation

to the time when the high school, without relaxing its efforts to prepare for college, will take account of that large class of boys who go directly to the workshop, the factory, the counting room or the technical school, and of that large class of girls who become domestics or home-makers.

The Central high school needs an auditorium where the entire school may assemble from time to time. Such a hall is indispensable. I recommend and urge the remodeling of the present auditorium. The need is most pressing.

Additional fire escapes should be provided for the Union school.

It is evident that additional facilities will soon be required at the Central high school. Every room is now occupied and in some cases the classes are too large. Additional teachers will in the near future be a necessity. The question will soon press for solution and in the meantime possible plans for relief should receive careful consideration.

ORAL SCHOOL FOR THE DEAF.

The oral school for the deaf, established two years ago, has fully justified itself, and an increasing enrollment makes it necessary to employ an additional teacher, making three in all. The total enrollment is twenty. The most rapid progress is shown in the case of the younger children but in all distinct gains are visible.

The beneficence of this school which provides training for these unfortunates at their very doors is unquestionable.

UNGRADED SCHOOL.

The ungraded school, in charge of Miss Elizabeth Cavanaugh, is rendering excellent service. About twenty-five pupils were assigned to this school during the past year, the number belonging ranging from twenty to twenty-five. A

spirit of cheerful contentment in work characterizes the room. What these children most need is the invigorating, personal contact, the individual attention and inspiration of a capable teacher. The dominating aim of the school is to render service to each individual pupil at the point of greatest need. Regular work in manual training is provided.

Various criteria govern the assignment to this school. Children who are abnormal, pathological or who, by reason of irregularity due to physical or mental disability or to home environment, have fallen behind their grade constitute by far the largest number. Many children of marked natural ability learn from books with difficulty. This class constitutes a conspicuous factor in the school. These need individual help and guidance in work. Occasionally a splendid boy or girl shows want of ability to co-ordinate with others in a large democratic society. Such find the ungraded school helpful. Especially nervous children or those nervously affected by competition or class-requirement find relief in the ungraded school. In a general way the ungraded school offers an opportunity for the child to recover lost time or to narrow and intensify the field of instruction, to accomplish special ends and to secure special help. Not infrequently a pupil, old for his grade, finds his school life limited to a semester or at most to a year. He wishes to push himself along in a few lines of work. His neighbor, alike old for this class, wishes to make up a grade and hasten on to the high school. Both find the ungraded school a source of help.

Several pupils enter the high school each year from the ungraded school. In this way the ungraded school furnishes a good tonic to ambition and under proper conditions it may serve as a distinct stimulus to those most in need of it.

The beneficence of the ungraded school should be ex-

tended. We need at least four additional rooms of this kind as centers, located in various parts of the city. These schools should be in charge of the very best teachers, those of large insight, sympathy, tact and benevolence. The particular hindrance to the opening of these additional ungraded rooms, so much needed, is want of room. The southeastern part of the city will be relieved by the new building now in process of construction on Alexander avenue. This will make possible the opening of an additional ungraded room in this part of the city. I see no relief for the west side of the city until a new building may be added to that locality, which I trust will be possible in the near future. The ungraded school renders distinct and positive service to a class of pupils most needy and whose peculiar difficulties are best met by individual attention, help and guidance.

THE TRUANT SCHOOL.

The truant school presents a distinct sociological problem. It includes boys from ten to sixteen years old, who have little or no interest in books, and who, failing to become interested in useful or purposeful things are on the verge of wreck. To save them to themselves and to society is the problem of this school. Most of the boys have been weakened physically and mentally by the cigarette habit. In a few cases there is a positive tendency to vice but most cases are the result of unwholesome environment, weak homes, lack of work and untactful teachers.

This kind of school calls for effective measures. Traditional and perfunctory practice will not avail. These boys are to be saved and there is no time to lose. They are to be taken at first hand, vitalized, interested, set to doing things, taught the value of organized effort and made to feel that they have

power to achieve by doing. All favoring influences are to be massed and focused on the problem.

Such a school should have attractive surroundings. The room should be cheerful, tasteful, faultlessly clean and should have abundant light. Habits of neatness and orderliness are to be established. There should be wash-room and bath-room attachments to ensure cleanliness of person. There should be a gymnasium or play-room where organized games may be conducted. This is of incalculable value both for purposes of physical training and for developing the genuine school-spirit. Basket-ball, foot-ball, base-ball, tennis, etc., stimulate the organizing instinct, develop leadership and make the school a center of active life and of organized endeavor. It also satisfies the natural desire of boys to initiate enterprises. Especially do these boys need physical training. They are noticeably below normal size and quite undeveloped. Daily work in manual training is also necessary. This has wonderful power to lay hold of the interest of such boys. Besides, to learn to work, to enjoy it and to respect it, is the most important and valuable lesson that can come to them. Boys' clubs for reading and games, choruses and, if possible, a band or orchestra are helpful agencies. A small library of interesting books bearing on history and travel is indispensable.

The teacher of such a school is of prime importance. He should be large headed and large hearted, genuinely sympathetic and helpful, and should, above all, have comradeship with and deep personal interest in boys. He should acquaint himself with the homes represented and should enlist their co-operation and interest. He must be a leader in organizing games and sports, discriminating in selecting fundamentals and in eliminating non-essentials, and above all a genuinely helpful friend and an inspiring guide to the boys. He must be energetic, vigilant, resourceful and most of all trustful and

kind. He must be able to cement the school and move it as a mass toward the accomplishment of common ends and enterprises in which he is the efficient leader.

Our truant school meets the above requirements only in part. During the past year the school-room was decorated in pleasing tints and otherwise made neat and attractive; wash-room and bath-room provisions have been made; manual training is provided; something was attempted in organizing school sports but want of room defeated the plan. Something should be done to overcome this hindrance but as yet I see no immediate way in which it can be done. Its importance justifies large effort to make possible this phase of training of such peculiar value to this class of boys. In a social way nothing has been attempted. This was made impossible by reason of a change of teachers during the year. The death of Mr. Gardner A. Post, who had so long made the school a work of love, interrupted the plans for the year. However, his successor, Mr. Paul E. Wright, gives evidence of natural adaptation to this work and during the coming year I hope to see some good results along social lines. The home life must be more fully interpreted and enlisted.

Perhaps the most encouraging word that can be said in this report of the truant school is that the enrollment was much smaller last year than in previous years. This is very satisfactory. It indicates that the regular schools are growing more skillful in interesting and managing boys and less given to weariness of spirit in dealing with trying and difficult cases. I believe manual training in the grades will tend to reduce still further the assignment to the truant school. All efforts at physical training in the grades are aids in retaining boys in the regular schools. The first aim is to reduce the enrollment of the truant school to a minimum, the second, to make it as efficient and serviceable as possible.

TEACHERS' CLASSES.

During the year teachers' classes were held once a week for twenty weeks in botany, physical geography, algebra, geometry, general history and English, for the benefit of those in the corps who were applicants for a first or a second grade certificate. Notwithstanding the aim from the teachers' view-point was a review and preparation for an examination on a given subject yet the instructors' aim was to make the work stimulating, suggestive and helpful rather than a process of cramming for examination. The large demand for classes indicates the progressive spirit among our teachers. The ambition to hold high grade certificates is significant and encouraging.

The plan has much to commend it. Indeed these classes met a pressing need and it would be difficult to see how a better plan could have been devised. However, it is not without its limitations. It draws upon the teacher's energies at the close of her day's work in the school-room when she is least able to realize the best result from the instruction; the study required during the week occupies considerable time and energy. Six weeks' intensive study of any one subject at the summer term of the University of Michigan or the Michigan State Normal school, or schools offering equivalent courses, would yield a much better return to the teacher and indirectly to the school under her charge. Such work would be taken under favorable conditions to the teacher; she would devote her time to it; the appliances would be the best and the methods modern—this alone is an important item. The atmosphere at a great center of learning is helpful and stimulating.

In order to encourage this kind of substantial study I recommend that a certificate of satisfactory credit from the University of Michigan, the Michigan State Normal school, or schools of equivalent rank for summer work be accepted by the Board of Education in lieu of examination in subjects for higher

grade certificates. Such work taken under such conditions would be of greater benefit to the teacher, consequently would be of more worth to her school. It would stimulate student-ship rather than cramming for an examination. It would save the Board of Education the expense of the instruction. However, many teachers have completed only part of the work and it will doubtless be necessary and advisable to continue classes in some subjects during the coming year.

LENGTH OF SESSIONS.

Recent investigations tend to confirm the popular belief that school sessions are too long for the younger and more immature children. During the past year beginners' classes (five-year-old children) in some schools were so large as to require a division into two sections, each attending half-time. At the close of the year the general verdict of teachers who had charge of these half-time classes was that their progress compared favorably with that of former whole-day classes. Doubtless their physical development was equally favorable.

The kindergarten takes the place of beginners' classes in districts in which it is introduced. Kindergarten children have half-day sessions. I therefore recommend that all beginners' classes be placed on the half-time schedule.

Without doubt there is too little difference between the hours required of the immature primary children and those of the upper grades. Either the first grade children should also be placed on half-time or, preferably, the forenoon session shortened thirty minutes, making the schedule for these children from 9 to 11:15. The afternoon session should begin at 1:30.

Physicians and physiologists agree that great injury comes to little children from the strain of long sessions and teachers unite in the opinion that better progress may be made and bet-

ter mental habits established in the child in shorter hours. When fatigue sets in progress ceases and bad mental habits develop. Physiological and psychological investigations now being made will doubtless throw further light on this important subject.

SCHOOL SAVINGS BANK.

The school children of Grand Rapids have a savings account amounting to \$20,265.14. This amount compares favorably with that of previous years; indeed there is a steady growth in the account from year to year.

The habits of thrift and saving fostered by the school savings bank is of inestimable value. The cost in time and energy of teachers is almost nothing. The experience it gives children in business practice is educative. The formula of making the deposit, securing credit, withdrawing amounts from time to time, is good training. Children find that banks have rules that must be obeyed; they must observe its hours of business, await their turn to be served, endorse checks properly, etc. All this is valid training to children.

The accumulation of large or permanent amounts is not particularly encouraged. Indeed it is thought a worthier aim to lay aside for definite purposes and to establish the habit of saving small amounts until the aggregate shall make it possible to supply an important need. There is reason for the fixing of this habit. The history of school savings in Grand Rapids furnishes many instances in which the child's bank account served to relieve great distress in times of misfortune and sickness.

The school savings bank is an incidental phase of education. As a by-product it has much importance. It renders its greatest service in those schools in which the teachers are

keenly alive to its value. It is worthy of more active encouragement.

CONCLUSION.

The year has been a very pleasant one, indeed. In coming to Grand Rapids to take charge of so important a department of the city's interests as that of the public schools I was deeply conscious of the responsibility involved, as well as of the necessity for establishing new social and professional friendships—a necessity which always follows a change of location. However, these burdens were greatly lightened by the cordiality of the citizens and the unfailing courtesy of the press of the city, together with the active co-operation of teachers and pupils and the earnest support of the Board of Education. My earnest endeavor shall be to administer the affairs of the schools with such judgment as shall maintain and justify these confidences. For these many courtesies, so freely extended, I take this opportunity to express my grateful appreciation.

Grand Rapids is a progressive city. It has material resource and a high appreciation of those things which make for the refinements of culture. Naturally, a city of this kind is deeply concerned as to its facilities and standing in matters of public education. These should be of such high order as to attract people strongly to the city. It shall be my purpose to have the city as widely and favorably known for the excellence of its schools as for its achievements in other lines of progress.

In closing I wish to express my appreciation of the uniform courtesy shown me by the Board of Education and of the intelligent support and hearty co-operation given in all measures tending to increase the efficiency of the schools.

Respectfully submitted,

WILLIAM H. ELSON,
Superintendent of Schools.

REPORTS
OF
High School Principals
AND
Special Teachers.

REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

Superintendent W. H. Elson:

In submitting my annual report for the Central high school permit me to call attention to some results of our work for the year as well as to certain needs which that work has developed or emphasized.

The enrollment for the year was 1,156—boys 465 and girls 691. These figures do not include the ninth grade at the North Ionia street school, the enrollment of which is boys 14 and girls 13. This makes the total enrollment 1,183. Aside from the North Ionia street school such an enrollment means large classes. Those in the sciences and mathematics have especially been too large for the best work, the pupils being taught *en masse* rather than individually—not a wise situation. However, this congestion can be partially relieved if the teachers are experienced, vigilant and abounding in enthusiasm. In general, I may say that our teachers have done their work conscientiously and successfully.

The course of study for the high school department needs some revision, first, to meet the changed requirements for admission to college and second, to allow a greater choice in the studies a pupil is to take. The natural ability of pupils is such that some are fond of the sciences, others of foreign languages, while others are inclined to mathematics. This condition of things is best met by allowing a wider choice of studies under wise regulation. The present course of studies will need comparatively few changes to meet the revised college-admission requirements and this wider election of studies.



CENTRAL HIGH SCHOOL

At the present time our recommended pupils are admitted, without entrance examinations, to the following higher institutions of learning: The University of Michigan, the University of Chicago, the three normal colleges and schools of Michigan, Olivet, Albion and Kalamazoo colleges, Vassar, Smith, Wellesley and others of the same rank. During the year the mining school at Houghton also placed our school on its accredited list.

The high schools of Grand Rapids are conducted primarily to give their students the best possible secondary education. In addition to this and along with it they can and do prepare many for higher educational work. The class of 1900 numbered 124 of which 49 went, last fall, to college on recommendation or examination and ten more of this same class are planning to go this fall. Manifestly then the needs of such pupils are to be met. And they are met without any detriment to others not so inclined.

Twenty-four of the class of 1900 went to the University of Michigan where they won high credit for themselves and for this school. So far as our records show, their record at the university is the highest for years.

The class of 1899 numbering 136, not including the post graduates, was the largest in the history of the school and that of 1901 with 133 graduates is the next in size.

My recommendations of previous years with reference to the commercial department are renewed at this time. The distinctly commercial features of our present course of study are commercial arithmetic, commercial law and bookkeeping. To these, in my opinion, should be added penmanship, typewriting, stenography, commercial geography and perhaps the study of the Spanish language. These subjects would make the present course broader and more useful.

It is my opinion that our drawing department should have

a more extended course of study and better facilities for work.

The means for caring for our libraries are not what they should be. Each session and recitation room has more or less books for class and reference use but many of the rooms have no cases or closets in which the books can be locked and properly cared for. The result is that by this open shelf system books are lost every year. There should be a room set aside as a book room in which all of the books in the building should be shelved, properly cared for and dealt out by some person in charge. Of course, dictionaries, cyclopedias and other such reference books would be on open shelves as now.

Each year emphasizes more strongly the need of a suitable auditorium in which the school as a whole can be gathered and made to feel that it is a unit. Many opportunities for general instruction, for hearing prominent men and women and for entertainment are lost in the present condition of the large room on the fourth floor.

Books, apparatus and buildings do not make a school. The experienced teacher, educated, well-poised and kind is the school. Such teachers should be sought for and when found kept at all reasonable expense.

Permit me to express my sincere appreciation of the kindly assistance you have given in the administration of the affairs of this school.

A. J. VOLLAND,
Principal.

REPORT OF PRINCIPAL OF UNION HIGH SCHOOL.

Superintendent W. H. Elson:

I desire to place before you my annual report for the school year ending June 21, 1901.

We have enrolled in the high school classes 106 boys and 155 girls, total 261. In September we received in our high school rooms an 8-2 class numbering 89 pupils, and transferred to the Central High school our 11-2 and 12-1 classes. In the middle of the year the 8-2 advanced to the 9-1, this giving us, for the second half-year, three complete high school grades—the 9th, 10th and 11th.

The promotion of classes is usually attended by a loss in numbers. We sustain the greatest loss of pupils in the promotion from the 8-2 to the 9-1, at the entrance to the high school department. This loss, at the mid-year promotions, amounted to 23 pupils, nearly all of whom withdrew from school in order to take up some permanent work.

We have successfully carried out the plans outlined in my last report in reference to the work in botany. We are now provided with a well equipped botanical laboratory, furnished with water, gas, students' tables and a complete outfit of botanical microscopes.

In our chemical laboratory we have added to our equipment a demonstration table for lecture purposes—a much needed improvement.

In connection with the work in history we have received most valuable additions to our working library. Our library of works used in the general study of English has also been liberally increased.

In biology and botany we could use to great advantage at least five compound microscopes in addition to our present supply.

I wish to suggest for your consideration the advisability of providing suitable fire-escapes for the safety of pupils in the third story of the building. The high school occupies the entire third story, nearly 200 feet in length, and there are but two stairways leading to the floor below.

This report marks the close of an exceedingly pleasant and profitable year in the Union High school. I take pleasure in mentioning and commending the skill and faithfulness of instructors, the studious industry of pupils and the intelligent assistance and co-operation of parents.

Respectfully,

ALBERT JENNINGS,

Principal.

REPORT OF SUPERVISOR OF DRAWING.

Superintendent W. H. Elson :

I submit herewith the following report on the work done in drawing during the year ending June 21, 1901.

In September we made a large exhibit at the State Fair realizing over \$200 in prizes. This money was used in purchasing pictures and statuary which are the permanent property of the schools.

An exhibit was sent to the meeting of the Western Drawing Teachers' Association held in April at Rock Island.

An art room has been fitted up in the Wealthy avenue school where are held teachers' meetings for music and drawing. This was much needed, a school room occupied during the day being formerly used, inconveniencing school and teachers, causing much confusion and retarding the work of the meeting. Several exhibits have been held in the art room, the artists in town generously loaning their best work. These have been a source of benefit and delight to the teachers and to thousands of pupils. Here also have been kept the best art magazines and books. It is certainly a great step in advance and could only be improved upon by having a public art gallery which is so much needed. We gain not alone in doing but also in seeing the best that others have done. It is a great educator, absolutely necessary if the most good is to be accomplished.

We were fortunate in securing an exhibit of the best work from the schools of the principal cities of the West and a similar exhibit has been promised for the coming year. A travel-

ing exhibit has been made from work collected from the different schools of our own city which is sent to the various buildings, remaining a week in each, thus giving every school the benefit of the best from all the schools. Many have held exhibits of their own work, inviting patrons and all interested, thus bringing the sympathy and co-operation of the home and showing how much is really accomplished.

Water-colors have been furnished this year for the first time and nothing could have benefitted the work so much. It has been a source of happiness and gain to the children and all feel deeply grateful to the Board of Education for this provision. Especial attention has been given to the water-colors in the primary grades and in the first and second grades also more time than formerly to paper-cutting with marked improvement in both. Drawing from imagination and memory is still continued with the little children and the benefit derived from this is seen as they pass to the higher grades in their ability to use drawing more freely as a language illustrating their other work. The correlation of drawing with language, geography, reading, history and other studies is much to be desired.

In the higher grades in many schools much interest has been shown in designing book covers, wall paper, stained glass windows and iron work, as grilles, brackets, fences, gates, etc. Some have made very careful architectural drawings of their homes, others original plans. A few have made designs for furniture.

The need at present is more time for instruction to the teachers. Drawing and color are subjects in which most have had few lessons, many none. It has been thought best to make the visits to the schools a little less frequent and devote more time to classes for teachers.

In conclusion I wish to express my appreciation of the hearty co-operation of the superintendent and the teachers.

Respectfully submitted,

FLORENCE E. ELLIS,
Supervisor.

REPORT OF SUPERVISOR OF MUSIC.

Superintendent W. H. Elson :

In tendering my report at this the close of my second year in Grand Rapids, I note with pleasure decided improvement on certain lines along which we have been working. An effort for better tone, phrasing and sight-reading—especially the ability to read part exercises at once without separating the parts—is certainly beginning to bear fruit. During the ensuing year I plan to do more in the way of sight-reading connected with text, viz.: Cultivating the ability to sing the melody with words without the preliminary use of syllables.

We have also done more for the artistic side of the child's musical nature by bringing good music to him in the school. Many of our musical friends have graciously given our children the opportunity to hear standard works of music rendered with taste. This has often been done informally, while yet again complete recitals have been given for the children of Straight street, East Bridge street, Second avenue and Hall street schools. Through the interest of the teachers of Central Grammar school a number of musical treats have been given the children of that school during the year.

Too much stress cannot be laid on the development of this side of the child's nature and, in accordance with the ideas expressed by you relative to the educational value of a closer connection between the artists and musicians of our city and the children and teachers of our schools, I am hopeful that during the coming year a federation of local musicians may be formed, the object of which may be a sort of musical extension work among our school children. I doubt not that the cultiva-

tion of the power of listening intelligently, of comparing and of discriminating will bear decided fruit in the quality of the expressional side of our music work.

On May 31 our first annual May festival was given at Fountain Street Baptist church as a culmination of the year's work in the eighth grade. The schools together sang two numbers and nine selections were given by rooms from South Division street, Madison avenue, Wealthy avenue, Union and Central Grammar schools. These were in no sense picked choruses, the rank and file of the children appearing. Each number was directed by the teacher of the room who led with the baton and the results were most gratifying. The children had been making a study of the life of Mendelssohn during the last semester and as a fitting finale the second part of the program consisted of an artist recital of a number of his most distinctive works. Misses Grace Gates and Viola Crow and Messrs. Francis Campbell, John Duffy and Ferdinand Warner appeared on the program which was given under the auspices of the St. Cecilia Society and was arranged by Mrs. Irving W. Barnhart. I am hopeful that one such artist recital may be given each semester.

On June 8 the children of Central Grammar school presented Dr. George F. Root's fairy operetta, "Snow White or the Seven Dwarfs." It was given at the Grand opera house by a cast of seventy-seven children for the benefit of the art fund and was received cordially by the audience.

In conclusion permit me to thank both you and the teachers of our schools for your courteous and kindly co-operation in my work and also the musical people who have so generously assisted us and whose efforts have been greatly appreciated.

I am respectfully,

FLORENCE MARSH,

Director.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

Superintendent W. H. Elson:

I submit the following report of the manual training department:

The manual training work in the public schools commenced January 2, 1901, five thousand dollars having been set aside for the department. The work was under the direction of one supervisor who spent half of his time in the city and six special instructors who devoted all their time to the work. It was thought best to establish the work in the fifth, sixth and seventh grades and gradually extend in each direction until the work should include all grades. This plan provided for the truant and ungraded schools.

The instruction in sewing and knife-work was given in the regular school rooms. Carpentry and cooking instruction was given in the manual training building on Barclay street in laboratories equipped especially for the work. The pupils from the various buildings have instruction once a week.

The work in the various departments was very satisfactory to principals, teachers, parents and pupils. The attendance on manual training day was the best in the week, very few being absent or tardy.

The department received much aid from superintendent, principals, teachers, special training committee and the press of the city. The following gifts were received:

Foster & Stevens, wood and coal range.

Grand Rapids Gas Co., gas range, heater and gas con.

Chas. H. Leonard, refrigerator.

J. G. Alexander, drawing table.

Walter Baker Co., industrial exhibit of cocoa.

American Thread Co., industrial exhibit of cotton thread.

Belding Silk Co., industrial exhibit of silk.

Alma Sugar Co., industrial exhibit of sugar.

Bryant Paper Co., industrial exhibit of paper.

Halox Needle Co., industrial exhibit of needles.

Royal Baking Powder Co., industrial exhibit of baking powder.

Washburn-Crosby Co., industrial exhibit of flour.

Other exhibits have been promised.

We take pleasure in stating that the department has been started and maintained within the amount set aside by the Board of Education. The following gives the information as to the cost of each department for material:

	Grades.	Buildings.	Pupils.	Material.	Cost per Pupil.
Knife-work	5 and 6	28	boys	\$ 77.85	\$.06
Sewing	5 and 6	28	girls	68.87	.05
Cooking	7	15	girls	110.20	.21
Woodwork	7	15	boys	67.29	.15

Total number of pupils, 3,570.

Total cost of material, \$324.21.

Average cost per pupil, 9 cents.

Material on hand July 1, 1901, \$217.00.

All the equipment was constructed in Grand Rapids from designs furnished by the supervisor.

I wish to thank the people of the city for the universal courtesy I have received.

Very respectfully,

GEORGE S. WAITE.

Director.

REPORT OF SUPERVISOR OF KINDERGARTENS.

Superintendent W. H. Elson:

At the close of this my first school year as supervisor of kindergartens in the Grand Rapids public schools, permit me to make the following report on the work done in my department.

When the office of supervisor of kindergartens was created last year the established kindergartens numbered eleven, the first one being opened in the Second avenue school in the year 1889. The action of the Board last year in giving the patrons a choice between kindergarten and beginners' grade brought in fourteen petitions for kindergartens and made the number twenty-five, which with the four new schools to be opened this fall, will bring the total to twenty-nine.

The average attendance has been fifty in the separate schools and we have thus been able to reach twelve hundred fifty families.

Mothers' meetings have been held by some of the kindergartners and much good has resulted. I trust the custom will be universal next year. Such meetings are of mutual benefit.

The public school teachers who took up the kindergarten work in September have been doing very good work and the normal class will be continued next year. Last year classes were held after school four afternoons of each week.

I wish to speak also of the good work done in all the kindergartens. We have been able to make strong advances in

color work owing to the introduction of the water-color paints and hope to accomplish even more next year along these lines.

Much more could be done in music but we are restricted by the lack of instruments. In other cities pianos are considered a part of the kindergarten paraphernalia. To overcome this deficiency we propose giving an operetta, "The House that Jack Built," written by Jessie L. Gaynor on the Mother Goose Rhymes, in October and trust you will help us in this effort.

In closing allow me to thank you and the members of the Board, to whose generosity we owe our most valuable trip to Chicago and the International Kindergarten Union. This afforded our teachers the great opportunity of hearing the most prominent and successful educators of the day and of being informed of the best that is being done in this line of education. We are already reaping most beneficial results from its influence.

Thanking you and the teachers for their kindly co-operation, I am,

Very respectfully,

BERTHA BRADFORD,

Supervisor.

REPORT OF PRINCIPAL OF ORAL SCHOOL FOR THE DEAF.

W. H. Elson, Superintendent of Schools:

It is a source of gratification to those interested that the school has met with success far beyond the expectations of its promoters. This is true in the results attained and in the pleasure of the parents whose privilege it has been to have their afflicted children educated at their own homes. They now enjoy the same opportunities as that of their hearing brothers and sisters.

The enrollment during the past year was sixteen pupils, one of whom met with a fatal accident a few feet from her home on March 23. Another pupil twenty-two years of age took up agriculture in May through the advice of his teacher. It is the only pursuit he could successfully follow on account of his mental ability. The year closed in June with an attendance of fourteen. The pupils were classified into grades and followed the prescribed course of study in the city schools. Three completed the fifth grade work, three the second grade, six the one-one grade and two were doing kindergarten work. The amount expended for teachers' salaries was seventeen hundred dollars, and for supplies about forty dollars. The attendance warranted us to draw from the state treasury (in case there was need for it), two thousand six dollars and seventy-eight cents. This was considerably in excess of the expenditures.

In conclusion I wish to bear testimony to the earnest and faithful work of the pupils. Their eagerness in striving for an education is indeed commendable.

Respectfully submitted,

MARGARET M. SULLIVAN,

Principal.

THE GRAND RAPIDS HIGH SCHOOLS.

These schools constitute the high school department of the public school system of this city.

The work of the department is so arranged as to meet the needs of either of two classes of students; first, of those who look to the high school only for their education; and, second, of those who are planning to continue their studies in some higher institution of learning. However, it has been found that many students though not planning for higher educational work take the college preparatory courses. The foreign languages, French, German, Greek, Latin, taught in such courses, being an unexplored country to those entering the high school, are especially attractive.

The laboratories for experimental work in botany, biology, zoölogy, physiology, chemistry and physics are fully equipped for such modern work as is suitable for high schools.

ADMISSION REQUIREMENTS.

Admission to the high school is obtained first, by regular promotion from the eighth grade on recommendation of grammar school principals; second, by examination in English grammar and composition, arithmetic, United States history and political geography; and third, on certificates of standing from other reputable schools of the same grade. However, certificates from other schools are accepted conditionally and pupils bringing such certificates may be examined. These certificates of scholarship should show in full the work done in each study and should be presented to the principal at the opening of school.

SCHOOL YEAR.

The school year consists of forty weeks and is divided into equal parts called semesters. Students may enter the school at the beginning of either semester. Promotions are made each semester in all the grades of the public schools.

TUITION.

All students whose parents or guardians live outside the city limits are classed as non-residents, and, unless excused from so doing by the committee on schools, must pay tuition ten weeks in advance at the rate of fifty (\$0.50) cents a week. This tuition is to be paid to the assistant superintendent in the city hall, who will give a receipt to be handed to the principal of the high school.

ORGANIZATION.

The work of the schools is arranged on a system of required and elective studies. Whether a student is planning for high school work or not, there are certain studies that he should take as essentials for an education. To these a wise choice will add others suited to this aptitude, enthusiasm and prospects.

STUDIES OFFERED.

Following this are the studies offered by the high school. The figures placed after a study show the number of recitations per week that must be taken to get credit in that study. For example: "Ninth grade English, 8 hours," means that ninth grade English must be taken four times a week for two semesters to gain credit in ninth grade English; "Latin, 20 hours," five times a week for four semesters. No credit will be given for fewer hours than the number specified under "hours credited."

STUDIES OFFERED.

	HOURS CREDITED.
Commercial.....	{ Book-keeping .....20 hours. { Commercial Law..... 5 hours. { Economics 5 hours.
English	{ Ninth Grade English 8 hours. { Tenth Grade English 8 hours. { Eleventh Grade English..... 8 hours. { Twelfth Grade English 8 hours. { English Grammar..... 4 hours.
Foreign Language	{ Latin .....20 or 40 hours. { German .....20 or 40 hours. { French.....20 hours. { Greek .....20 hours.
History	{ Greek and Roman History.....10 hours. { Mediaeval and Modern History....10 hours. { American History and Civics .....10 hours.
Mathematics	{ Commercial Arithmetic 5 hours. { Algebra.....15 hours. { Geometry .....10 hours. { Review Arithmetic..... 4 hours. { Trigonometry..... 5 hours. { Solid Geometry and Rev. Alg..... 4 hours.
Science	{ Botany..... 5 or 10 hours. { Biology (botany and zoölogy)....10 hours. { Physiology..... 5 hours. { Zoölogy 5 or 10 hours. { Physiography..... 5 or 10 hours. { Chemistry.....10 hours. { Physics .....10 hours. { Astronomy 5 hours. { Review Political Geography 4 hours.
Miscellaneous	Drawing.....5, 10 or 20 hours.

COURSE OF STUDY FOR HIGH SCHOOL DEPARTMENT.

NINTH GRADE.		ELEVENTH GRADE.	
REQUIRED.	ELECTIVE	REQUIRED.	ELECTIVE.
English-4	Botany-5 or 10	English-4	Biology-10
Greek History-5	Latin-10	Geometry-5	Zoölogy-5 or 10
	German(long)-10	American	Chemistry-10
	*Book-keeping-10	History (10-1)-5	Latin-10
English-4	*Drawing-5 or 10		German
Roman History-5	*Commercial		(long)-10
Algebra-5	Arithmetic-5		German
		English-4	(short)-10
	Elect-15 hours	Civics (10-2)-5	Greek-10
		Geometry-5	French-10
			*Review
			Grammar-4
			*Review
			Arithmetic-4
			Elect—
			9 or 10 hours
TENTH GRADE.		TWELFTH GRADE.	
REQUIRED.	ELECTIVE.	REQUIRED.	ELECTIVE.
English-4	Botany-5 or 10	English-4	Latin-10
Algebra-5	Biology-10	Physics-5	German
	Zoölogy-5 or 10		(long)-10
	Chemistry-10		German
	Physiography-5 or 10		(short)-10
	Latin-10		Greek-10
	German		French-10
English-4	(long)-10	Physics-5	Solid Geom.
Algebra-5	Mediaeval and		and Review
	Modern History		Algebra-4
	-10		*Review
	American		Arithmetic-4
	History and		*Physiology-5
	Civics-10		Trigonometry-5
	*Drawing-10		Astronomy-5
	*Book-keeping-10		*Economics-5
	*Commercial		English-4
	Law-5		Rev. Pol. Geog.-4
			Elect—
	Elect-20 hours		23 or 24 hours

*These subjects are not acceptable to most colleges.

SUGGESTIVE COURSES OF STUDY.

As an assistance to pupils in framing their courses of study the following tables are given. (Other subjects of same grade may be substituted for those named in italics—see "Studies Offered.")

Commercial Course	Commercial Course with Long German.	Scientific Course.
English-4 Book-keeping-5 Commercial Arith.-5 <i>Drawing-5 or Botany-5</i>	English-4 German-5 Book-keeping-5 Commercial Arith.-5	English-4 Greek History-5 <i>Commercial Arith.-5 Drawing-5 or Botany-5</i>
English-4 Book-keeping-5 Algebra-5 <i>Drawing-5 or Botany-5</i>	English-4 German-5 Book-keeping-5 Algebra-5	English-4 Roman History-5 Algebra-5 <i>Drawing-5 or Botany-5</i>
English-4 Book-keeping-5 Algebra-5 Mediaeval History-5	English-4 German-5 Book-keeping-5 Algebra-5	English-4 Algebra-5 <i>Mediaeval History-5 Zoölogy-5 Physiography-5</i>
English-4 Book-keeping-5 Algebra-5 Modern History-5	English-4 German-5 Book-keeping-5 Algebra-5	English-4 Algebra-5 <i>Modern History-5 Zoölogy-5 Physiography-5</i>
English-4 Geometry-5 American History-5 <i>A Science-5 or A Foreign Lang.-5</i>	English-4 German-5 Geometry-5 Mediaeval History-5	English-4 Chemistry-5 Geometry-5 American History-5
English-4 Commercial Law-5 Civics-5 <i>Same Science-5 or Foreign Language-5</i>	English-4 German-5 Commercial Law-5 Modern History-5	English-4 Chemistry-5 Geometry-5 Civics-5
English-4 Physics-5 Economics-5 <i>A Science-5 or Trigonometry-5 or Foreign Language-5</i> <i>Rev. Ar. or Gram. 4</i> Physics-5 <i>Same Science-5 or Astronomy-5</i> <i>English-4 or Foreign Language-5</i>	English-4 German-5 Physics-5 American History-5 <i>Rev. Ar. or Gram.-4</i> Physics-5 German-5 Civics-5	English-4 Physics-5 Economics-5 Trigonometry-5 <i>English-4</i> <i>Rev. Ar. or Gram.-4</i> Physics-5 Astronomy-5

Suggestive Courses of Study—Continued.

Two Years' Foreign Language. Engineering.	Four Years' Foreign Language.	Six Years' Foreign Language.
English-4 Greek History-5 <i>Commercial Arith.</i> -5 <i>Botany</i> -5 or <i>Drawing</i> -5	English-4 Greek History-5 Latin or German-5 <i>Commercial Arith.</i> -5 <i>Botany</i> , or <i>Drawing</i>	English-4 Latin or German-5 Greek History-5 <i>Commercial Arith.</i> -5 <i>Botany</i> or <i>Drawing</i> -5
English-4 Algebra-5 Roman History-5 <i>Botany</i> -5 or <i>Drawing</i> -5	English-4 Algebra-5 Roman History-5 Latin or German-5	English-4 Algebra-5 Latin or German-5 Roman History-5
English-4 Algebra-5 <i>Mediaeval History</i> -5 <i>Chemistry</i> -5	English-4 Algebra-5 Latin or German-5 American History-5	English-4 Algebra-5 Latin or German-5 American History-5
English-4 Algebra-5 <i>Modern History</i> -5 <i>Chemistry</i> -5	English-4 Algebra-5 Latin or German-5 Civics-5	English-4 Algebra-5 Latin or German-5 Civics-5
English-4 French, Latin or German-5 Geometry-5 American History-5	English-4 Geometry-5 French, Latin or German-5 <i>Chem.</i> , <i>Zoölogy</i> or <i>Physiology</i> -5	English-4 Geometry-5 Latin or German-5 French, German or Greek-5
English-4 Geometry-5 French, Latin or German-5 Civics-5	English-4 Geometry-5 French, Latin or German-5 <i>Chem.</i> , <i>Zoölogy</i> or <i>Physiology</i> -5	English-4 Geometry-5 Latin or German-5 French, German or Greek-5
English-4 Physics-5 Trigonometry-5 French, Latin or German-5	English-4 Physics-5 French, Latin or German-5 Five hours more	English-4 Physics-5 Latin or German-5 French, German or Greek-5
<i>Solid Geom.</i> and <i>Rev. Algebra</i> -4 Physics-5 French, Latin or German-5 Four hours more.	<i>Solid Geom.</i> and <i>Rev. Algebra</i> -4 Physics-5 French, Latin or German-5 Four hours more.	<i>Solid Geom.</i> and <i>Rev. Algebra</i> -4 Physics-5 Latin or German-5 French, German or Greek-5

EXPLANATION.

NAMES OF COURSES.

Courses in which two years of book-keeping are taken are known as commercial; those in which there is no book-keeping or foreign language, as scientific; those in which there are two years of a foreign language, as two years' foreign language; four years, as four years' foreign language, and six years as six years' foreign language.

COURSES FOR THOSE WHOSE STUDIES END WITH THE HIGH SCHOOL.

Those who are looking to the high school only for their education must take English, 28 hours; history, 20; algebra, 15; geometry, 10; physics, 10; review grammar, 4 (may be omitted by those taking a foreign language), and another science, 10—making 93 or 97 hours of required work. For graduation 150 hours are necessary so that 53 or 58 hours are to be elected.

Those taking work in the commercial department must take English, 28 hours; book-keeping, 20; history, 20; algebra, 15; geometry, 10; commercial arithmetic, 5; commercial law, 5; economics, 5, and physics, 10. Mediaeval and modern history are to be taken in the tenth grade instead of Greek and Roman in the ninth. This department requires 118 hours, leaving 32 hours of elective work to be done for graduation. By a little extra work, three hours, the long course in German can be taken by commercial students. See suggestive course.

COLLEGE PREPARATORY COURSES.

Pupils preparing for the literary department of the University of Michigan must take English, 28 hours; history (Greek, Roman, American and civics), 20; algebra, 15, and the review; geometry, including solid, 14; physics, 10, and a foreign language, 20—making 107 hours of required work. For graduation 43 hours of elective work must be taken. Botany 5, if taken, must be accompanied by zoölogy 5, for university credit.

For the engineering department to the above requirements for the literary department must be added: Trigonometry, 5; chemistry, 10, and another science.

Only graduated students are recommended to college work and then only when conduct and scholarship are worthy of recommendation.

For admission to the Normal college at Ypsilanti the following work must be taken: English, 28 hours; history (mediaeval, modern, American and civics), 20; algebra and the review, 15; geometry, including solid, 14; physiology, 5; physiography, 10; review arithmetic, 4, and review grammar, 4. Fifty more hours must be taken for graduation.

Opportunity will be given as far as possible to prepare for entrance to other universities and colleges, such as Albion, University of Chicago, Kalamazoo, Olivet, Smith, Vassar, Wells, etc., to the majority of which our recommended pupils are admitted without examination if a desire for such preparation is made known early, at least not later than the beginning of the second year. However, such preparation must include the required work given in the above "Course of Study."

It is well for a student preparing for higher work after graduation from the high school to study the catalogues or annual reports and other such documents published by the colleges which the latter are glad to furnish on request.

REGULATIONS.

1. All pupils should plan their studies for the coming two years at least.

2. Credit for all work satisfactorily completed under the old course of study will be given on the new.

3. Pupils already enrolled will in general follow the courses they have heretofore chosen.

4. Members of the school must choose the studies they plan to take the following semester and indicate the same to the principal at least four weeks before the close of the semester preceding.

5. It is the desire of the teachers so to arrange programs and recitations that a pupil's work in school can be completed as rapidly as his ability and health will permit. On request of a parent or guardian a pupil may take more than nineteen hours of work, provided his teachers also think it best for him to do so.

6. Pupils regularly admitted to the high school but who are not candidates for graduation may, at the request of parent or guardian, take such studies as their preparation qualifies them to enter upon, which, however, must include English. Such request must be made and granted by the principal before the pupil enters classes.

7. Pupils will not be allowed to take a study naturally following another that has not been finished and credit given.

8. No credit will be given for subjects taken elsewhere if the pupil bringing such standings cannot keep up with his work—does not show ability and studious habits.

9. No credit will be given for a study until satisfactorily completed. Conditions must be removed before credit can be given.

10. Conditions must be made up within six weeks after

the opening of school or the subject must be repeated.

11. Pupils who have not completed nineteen hours will not be permitted to elect tenth grade work, 57 hours eleventh grade or 95 hours twelfth grade.

12. All pupils must take English, American history and civics.

13. No credit in English will be granted unless a pupil shows in all his written work his ability to compose and spell correctly in other subjects as well as in English.

14. No pupil will be permitted to take 10-2 book-keeping who has not completed at least eight hours of English.

15. German, short course, and French should not be begun until twelve hours of credit in English have been obtained.

16. Botany, biology, zoölogy, chemistry, physics and book-keeping having a period for laboratory work will receive credit for five hours only each semester.

17. Since biology is made up of half a year of botany and the same of zoölogy it must be pursued a year for credit.

18. Chemistry must not be begun until credit has been obtained in one semester of algebra.

19. Physics must not be taken until after the completion of one semester of geometry.

20. No credit will be given for one or three years of a foreign language except when taken in preparation for a college where such an amount of foreign language is required.

21. One hundred and fifty (150) hours of successful work are required for graduation.

22. Pupils who have completed from

0-9	hours	are	classified	as	9-1
10-28	"	"	"	"	9-2
29-47	"	"	"	"	10-1
48-66	"	"	"	"	10-2

67-85	"	"	"	"	11-1
86-103	"	"	"	"	11-2
104-123	"	"	"	"	12-1
124-150	"	"	"	"	12-2

All officers of the junior class must have completed 67-103 hours and of the senior class 104-149.

23. Parents and pupils should feel at liberty to consult the principal with reference to proposed plans of work.

GRADUATING CLASS OF 1901.

Commercial Course.

Josephine Albright.	Fred William McCormick.
John Adrian Blok.	Elizabeth Kundigunde
Thomas Philip Bonner.	Petersen.
Carrie Edith Church.	Mathilda Petersen.
John Edmund Crahen.	Thomas Earle Porter.
Mary Mildred Field.	Ethel Marion Rice.
Sebastian Hazenberg.	Mary Blanche Rice.
Hattie Ganung Head.	Robert Mortimer Teele.
Weslyn George Ingram.	Fred Crittenden Toot.
John Henry Kotvis.	Charles Nicodemus Zylman.

English-Scientific Course.

Ethel Maud Bale.	Wilhelmina Pauline Lowes.
Ida Logie Blumrich.	Anna Lucy Morton.
Kathryn Rogers Carpenter.	Ellen Reid Murray.
Margaret Frances Collins.	Cora Aurilla Nelson.
Earle Latham Crossman.	Clara Marie Nichols.
May Anne Duthie.	Minnie Clare Proctor.
Leon Winferd Harrington.	Mary Eleanor Rogers.
Carrie Bernard Harris.	Lottie Almira Shoemaker.
Mary Maude Horton.	Dora Delilah Toland.
Maude H. Karr.	Luella Wiley.

French-English Course.

Jennie Kahn.

Short German-English Course.

Cora May Beekman.	Wilhelmina Pauline Lowes.
Adeline Estella Carter.	Marie Caroline Neuman.
Flora Alice Ensign.	Harriet Ogden.
Clara Ellen Hodges.	Lily Olive Wimmer.
Mary Josephine Hornstra.	Nettie Yonkers.
Edna Belle Hosford.	

Short Latin-English.

Nellie May Adrians.	Louisa Janet Fletcher.
Ethel Maud Bale.	Lena Ruth French.
Beulah Minnie Blakeslee.	William Alton Morse.
Margaret Frances Ferris.	Pearl Isabel Peck.
John Ernest Fisher.	Velma Jane Smith.

Engineering Course.

Albert Powers Ball.	Claude Jesse Fry.
Lean Taylor Closterhouse.	Irving Leo Gill.
Franklin B. Elmer.	Edwin Emmanuel Johnson.
Lillian May English.	William Kletzer.
Hiram Wesley Fox.	Marshall Starr Walker.

German-English Course.

Henry Charles Hagy.	Winnie Adelia Norcutt.
Frank Eugene Haugh.	Helen Steketee.
Caroline Wilhelmina Hundemer.	Alta Maude Trankler.
Arthur Emil Kusterer.	Bertha Wurzburg.

Latin-English Course.

George Joseph Raymond.	Helen Lough Waggoner.
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Short Latin-French Course.

Emma Ethel Closterhouse. Grace Mary Coffield Smith.

Short Latin-Short German Course.

Morris Aa Cook.	Corinne Frances May.
Carol Mary Holt.	Bessie Irene Smith.
Frances Stanley Hughes.	Liefy Jeannette Veenboer.
Lillian Elizabeth Johnson.	Elsie E. Wilbur.
Carl Norman Mather.	

Scientific Course.

Harry Albert Beneker.	Zennia Jean Reynders.
Fred John Frueh.	Edward Addison Rood.
Albert Cary Horton.	Albert George Schroeder.
Earle Stephen Irwin.	Howard Wright Smith.
Carl Norman Mather.	Harry Carter Stewart.
Marion Louise McVean.	

German-French Course.

Alice Mary Newnham.

Latin-French Course.

Helen C. Bradfield.	Lucretia Ruth Hobart.
Nellie Hough Fox.	Fern L. Katherine Richardson
Fanny Dickinson Hazeltine.	Blanche May Utley.
Marcia Helen Heath.	Flora Judd Van Vranken.

Latin-German Course.

Kate Hamilton Baxter.	Lillian Fallas.
Verle Frances Coppens.	Helen Amanda Ford.
Edith May Dennis.	Matie Artemisia Fuller.

Jessie Maude Gleason.	Carrie May Pyle.
Fanny Dickinson Hazeltine.	Frances Rutherford Seamans.
Mary Blanche Hendricks.	Anna VanCleve Taggart.
Isla Helen Jones.	Alive Vandervelde.
Jeannette Elizabeth Kotvis.	Lelia Volland.
Arthur Emil Kusterer.	Marie Volmari.
Eugenie Newhouse.	

Short Latin-German Course.

Ethelwyn Sweet.	Myrtle Mae Tubergen.
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Classical Course.

Nellie Cronkhite.	Evelyn Leonard.
Harold Lyford Edwards.	Vietta Madge Roselle.
George Henry Hobart.	

Post Graduate.

Louis Herbert Conger (1900). Latin-French and Engineering.

Summary, Omitting Duplicates:

Boys	40
Girls	93
	<hr/>
	133
Postgraduate	1
	<hr/>
Total	134

HIGH SCHOOL TEXT BOOKS.

- Arithmetic—Sadler's Essentials of Business.
Algebra—Olney's Complete.
Geometry—Olney's New Elementary.
Trigonometry and Tables—Wentworth's New Plane.
Book-Keeping—Williams & Rogers' New Complete.
Grammar—Whitney's Essentials of English Grammar.
Composition and Rhetoric—Herrick & Damon.
English Literature—Brooke's Primer of.
American History—Montgomery's Students'
England—Coman & Kendall's, A History of
General History—Myers's.
Civil Government in the United States—Fiske.
Economics—Bullock's Introduction to the Study of
Commercial Law—Richardson's.
Astronomy—Young's Elements of.
Botany—Barnes's Outlines of Plant Life.
Chemistry—Remsen's Briefer Course.
Physics—Carhart & Chute's Elements of.
Zoölogy—Kingsley's Comparative.
Physiology—Martin's Human Body, Briefer Course.
Physical Geography—Tarr's First Book.
German Grammar (Long Course)—Spanhoofd; Ahn-
Henn.
German Grammar (Short Course)—Joynes-Meissner.
German Reader—Preparatory, Brandt; Van Daell.
French Grammar—VanDaell.
French Reader—Whitney's Introductory.
Latin Grammar—Harkness's Standard.

Latin—Jones-Drake, First Lessons in.
Latin Prose Composition—Daniell's New Exercises in.
Gate to Caesar—Collar.
Caesar—(New Edition) Allen & Greenough.
Cicero—(New Edition) Allen & Greenough.
Vergil's Aeneid—Frieze.
Greek Grammar—Hadley-Allen.
Greek—Boise's First Lessons in.
Greek Prose—Jones's Exercises in.
Anabasis—Boise.
Homer's Iliad—Keep.

PRIMARY AND GRAMMAR TEXT BOOKS.

Arithmetic—Winslow's Natural, Books I., II., III.

Primary Grade Readers—Beginners' Reader; Nature's By-Ways; Finch's First Reader; Cyr's Readers; Stepping Stones to Literature; Nature Readers; Baldwin's Readers; Sheldon's Progressive Readers; Hiawatha Primer; Bass' Plant Life; Play-time and Seed-time; Williams' Choice Literature; Robinson Crusoe; Taylor's First Reader; Around the World, Book I.; American History Stories, II.; Fifty Famous Stories; Graded Literature Readers; Seven Little Sisters; In Mythland; Stories Mother Nature Told Her Children; American Life and Adventure; Wilson's History Reader.

Grammar Grade Readers—Grandfather's Chair; Robinson Crusoe; Heart of Oak, No. 3; Hiawatha; Christmas Carol; Cricket on the Hearth; Story of Aeneas; Ten Boys; Hunting of the Deer; Poems and Prose; Heart of Oak, No. 4; Tanglewood Tales; Stepping Stones, No. 7; Madam How and Lady Why; Evangeline; Snowbound; Sir Launfal; Tales from Shakespeare; Story of the Romans; War for Independence; Birds and Bees; Baldwin's Fourth Reader; Cyr's Fourth Reader; Choice Literature, Book I., Intermediate; Carpenter's North America; Carpenter's South America; Carpenter's Asia; Peasant and Prince; Eggleston's First Book in American History; Little Nell; King of the Golden River; Ivanhoe; Julius Caesar; Lights to Literature, Book 8.

Speller—Reed's Word Lessons.

Language—Graded Lessons in English; Reed and Kellogg.

Grammar—Higher Lessons in English; Reed and Kellogg.

United States History—Montgomery.

Civil Government—Townsend.

Geography—Frye.

Physiology—Blaisdell's "Our Bodies and How We Live;,"

Owens' "A Healthy Body."

Drawing—Prang.

Music—Natural.

Penmanship—Sheldon.

TEACHERS' LIBRARY.

The books in the following list are to be found in the superintendent's office. Teachers are urged to make use of them but they must not be retained longer than four weeks.

- Ascham, Roger—The Schoolmaster.
Adams, F.—Free Schools in the United States.
Bain, A.—Education as a Science.
Baldwin, J.—Art of School Management.
Blow, E.—Symbolic Education.
Brown, G. P.—Sewer Gas and Its Dangers.
Browning, O.—Educational Theories.
Baldwin, J.—Elementary Psychology and Education.
Bierbower, Austin—The Virtues and Their Reasons.
Banner, E. G.—Wholesome House.
Boone, R. G.—Education in the United States.
Bardeen, C. W.—Common School Law.
Brown—Government in Michigan.
Calkins, N. A.—Primary Object Lessons.
Calkins, N. A.—Manual of Object Lessons.
Calderwood, H.—On Teaching.
Cocker, W. J.—Civil Government in Michigan.
Currie, James—Infant Education.
Compayre, G.—History of Pedagogy.
Comenius, John Amos—The Orbis Pictus.
Day, Henry R.—Elements of Rhetoric.
De Graff, E. V.—School Room Guide.
De Graff, E. V.—Development Lessons.
Diesterweg, G.—Methods of Teaching History.
Eggleston, Edward—The Schoolmaster in Literature.

Education—Vols. I, II, III, IV, V, VI, VII, VIII, IX, X.

Fitch, J. G.—Lectures on Teaching.

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AN ACT.

**Relative to Free Schools in the City of Grand Rapids as Approved March 15, 1871,
and Acts Amendatory Thereto.**

[NOTE—Act No. 344 relative to Free Schools in the City of Grand Rapids, was approved March 15, 1871. Amendments thereto were approved on the following dates: April 24, 1875; May 9, 1877; May 3, 1879; March 16, 1881; June 9, 1885; April 27, 1887; May 23, 1893 and May 10, 1899.]

Sec. 1. THE PEOPLE OF THE STATE OF MICHIGAN, ENACT:
That the City of Grand Rapids and all contiguous territory which shall hereafter be added thereto, shall constitute one school district and all public schools therein shall be under the direction and control of the Board of Education hereinafter provided for, and shall be free to all residents of said district over the age of five years. Provided: That the said Board of Education shall have the power to establish a moderate rate of fees to be paid for tuition in the branches of Latin, Greek, German and French taught in the high school conducted in said district which said rate of fees shall be paid by all high school pupils pursuing the studies so designated unless the same are remitted by said Board.

Sec. 2. On the first Tuesday of September next after the passage of this Act and on the first Tuesday in September each year thereafter there shall be elected in each ward of the said city by the qualified voters thereof, one school trustee, who shall enter upon the duties of his office on the second Saturday in September next after being elected and hold the same for the term of two years thereafter and until his successor is elected and qualified. Said trustee shall be a resident and a qualified voter of said ward and all votes cast at such election for any person who shall not be so qualified shall be void. Be-

fore entering upon the duties of the office and within five days after written notice to him of his election the person so elected as school trustee shall qualify by filing his acceptance with the secretary of the Board of Education and by taking, subscribing and filing with said secretary the constitutional oath of office.

Sec. 3. Notice of time and places of holding said election shall be given by the mayor or person acting as mayor of said city on six consecutive days and within ten days previous thereto, by publishing such notice in two daily newspapers printed and published in said city. At said election the trustees in their respective wards and a secretary to be chosen by the trustees of each ward shall constitute a board of inspectors of such election and if any trustee shall be absent a person shall be chosen by the voters present to discharge the duties of said absent trustee as inspector of such election. And when there shall be no trustees in any ward or wards the Board of Education shall at least six days preceding the day on which said election is to be held, appoint one or more suitable voters of said ward or wards, as the case may be, to act as such board of inspectors of election. Each of said inspectors shall take a proper oath to faithfully perform the duties of inspector of such election which oath may be administered by either of the trustees or any justice of the peace of said city. When thus duly organized the voters of said ward shall proceed to vote by ballot for one school trustee. The polls shall be opened at the respective polling places at the hour of two o'clock in the afternoon and shall continue open without intermission or adjournment until the hour of eight o'clock in the afternoon, at which time they will be finally closed. Said election shall be conducted in the manner provided by law for conducting the charter election of said city so far as the same is consistent with the provisions of this Act, but no election booths shall be required. Provided: That the list of the names of persons

voting at such elections and the inspection of the registration books shall be made by the board of inspectors of such trustee election. Every person shall be entitled to vote at such election who is a qualified elector of the city of Grand Rapids; and all other persons who are twenty-one years of age and who shall have resided in the ward in which he or she offers to vote at least ten days next preceding such election and who is either the parent or legal guardian of any child or children, or who has property liable to assessment for school taxes in said city within a year preceding such election shall in like manner be entitled to vote at such election.

The said Board of Education shall provide for and designate one suitable polling place in each ward of said city and cause notice thereof to be given in at least two daily newspapers published in said city at least ten days previous to such election and such election shall be held at the polling place thus designated in each ward of said city. More than one polling place in each or any ward of said city may be designated by said Board, if in the judgment of said Board the exigencies of the case may at any time require it, in which case the like notice shall be given thereof as herein required.

Sec. 4. The Board of Education shall pay all of the expenses of such election from the contingent fund of such district and shall provide a suitable box, with lock and key, for each ward or voting place, in which box all votes, when cast, shall be deposited. The members of the board of inspectors of such election shall have the power and authority to administer oaths to all persons offering a vote and to decide upon their qualifications as voters at such election and any person who shall knowingly swear falsely in regard to his right to vote at such election, upon conviction thereof, shall be deemed to be guilty of perjury and shall be liable to the punishment provided by law therefor. All voters qualified to vote at such

election shall be registered in the respective wards of said city where they reside; and said Board of Education shall provide suitable registration books for that purpose for each ward. The board of inspectors of such election in each of said wards shall constitute the board of registration for that ward and shall meet and be in session for that purpose on the Saturday next prior to such election, at the place designated for holding the same, and the like notice shall be given as is hereinbefore required, of the designation of the polling place in each ward and also by hand bills posted in ten of the most public places in each ward, which said notice shall be signed by the secretary and president of said Board.

The general registration laws of this state relative to the registration of voters not consistent with the provisions of this Act shall apply to such registration and the conduct thereof and the rights of voters thereunder.

Sec. 5. When said polls shall be finally closed the board of inspectors of such election in their respective wards shall proceed publicly to count, determine and declare the number of votes cast and for whom and shall on the same or next succeeding day make up and sign a statement in writing showing the names of all persons who shall have voted at such election in their ward, the whole number of votes cast and the number of votes cast for each person for whom votes were cast, which statement shall, on the next succeeding day after said election, be filed with the secretary of the Board of Education. The ballots shall, when the vote will have been declared, be returned to the box and the box be locked and sealed and deposited with said secretary at the time of the filing of said statement.

Sec. 6. On the next Wednesday after such election at the hour of eight o'clock in the evening of that day the Board of Education shall convene at their usual place of meeting at

which time and place the statements aforesaid shall be produced by the secretary and said Board shall determine from said statements who were elected to the office of school trustees in and for the several wards of said city at such election. The person who shall receive in any ward the highest number of votes for such office shall be deemed to have been elected school trustee in and for such ward; and if two or more persons in any ward shall receive an equal number of votes said Board of Education shall choose one of such persons by ballot as trustee.

When such statement shall be canvassed as aforesaid said Board of Education shall declare therefrom who were elected to the office of school trustees in and for the several wards of said city at such election and within two days thereafter the secretary shall notify each person so declared to be elected of his election. Every person elected to the office of school trustee under the provisions of this Act shall within five days after receipt of notice thereof from the secretary, qualify in the manner aforesaid.

Sec. 7. No school trustee, except the secretary (when he shall also be a trustee), shall receive any compensation for his services. In case of the removal from his ward of any school trustee or of loss by him by any reason of the qualifications requisite for a trustee or in case of his death, resignation or removal from office, his office shall be deemed to have become vacant and such vacancy shall be filled by the Board of Education at the meeting thereof next after such vacancy shall occur; but the person so appointed shall hold said office only until the next regular trustee election thereafter, at which time, if the full term shall not have expired, said vacancy shall be filled by election.

Sec. 8. The term of office of the present school trustees whose term shall soonest expire shall be deemed to expire

upon the election and qualification of their successors under this Act and the term of office of the present school trustees whose term will last expire shall be deemed to expire in May, 1878, when their successors shall be elected and qualified under this Act. The school trustees of said city, together with the mayor thereof (who is by this Act declared to be ex-officio a school trustee), shall be a body corporate under the name and stlye of "The Board of Education of the City of Grand Rapids" and in that name may sue and be sued, may take, hold, sell and convey real and personal property as the interest of said schools and the library of said district may require. Said school trustees shall have the power and authority to administer oaths in proof of claims and accounts against said Board and no such claims or accounts, except salaries of teachers, shall hereafter be audited or allowed by any board unless the correctness of the same shall be proven under oath.

Sec. 9. The Board of Education shall on the second Saturday in September in each year, or within ten days afterafter, elect one of their number president and shall also elect a secretary of said Board who shall hold their respective offices for one year thereafter and until their successors shall be elected. Vacancies in either of the said offices shall be filled by said Board.

Sec. 10. All the school property, real and personal and the library property of said district is hereby vested in said Board of Education and said Board shall have and exercise the control and management of the same. Any contract or agreement heretofore entered into or obligation incurred by the Board of Education of said city of Grand Rapids shall not be deemed invalid on account of the provisions of this Act, but its force and effect shall be the same as if this Act had not been passed. All indebtedness in said district is hereby de-

clared to be the indebtedness of said Board and said Board shall make provisions for the payment of the same.

Sec. 11. The Board of Education of said city shall have power and authority to designate and purchase school house sites and a district library site; to construct and erect school buildings and a district library building and furnish the same; to employ superintendents, teachers, librarians, janitors and workmen; to provide room, furniture, apparatus, books and charts and all things requisite for the district library; to provide apparatus and scientific collections for illustration; to establish, locate and maintain high schools, grammar schools, primary schools and industrial or manual training schools; to establish and maintain a district library; to purchase, exchange, repair and improve the school apparatus, books, furniture, appendages, fixtures, text books and all other school supplies used in said schools; to supply and loan to all pupils in the several grades and departments of said schools, free of charge but under such rules and regulations as the Board shall prescribe, all text books and supplies used and to be used by the pupils of said schools; to collect in and recover back all books and apparatus heretofore loaned and given to indigent pupils of the public schools of said city; to do all things needful and desirable for the maintenance, prosperity and success of said schools and the promotion of the thorough education of the pupils thereof; and to adopt by-laws and rules for the procedure of the Board; and to make and enforce all needful rules and regulations for the control and management of the school and district library of said city. Said Board shall collect from the county treasurer or other officer holding the same all moneys appropriated for primary school and district library purposes. Said Board may, in its discretion, purchase and loan text books and supplies to the pupils of any one or more of said grades and departments.

Sec. 12. Said Board shall, annually, on the third Monday in August make an estimate of the amount of taxes deemed necessary for the ensuing year for all purposes of expenditures within the power of said Board which estimate shall specify the amount required for the different objects of expenditure and publish the same at least one week in one or more of the daily newspapers printed and published in said city, which said estimate shall, on the second Monday in September in each year, be presented to the Common Council of said city by said Board for ratification, amendment or rejection; and it shall not be lawful to levy a tax for school purposes that has not been approved by a majority of the members elect of said Council. On or before the first Monday in October in each year the secretary of said Board shall make a written report of the amount of taxes so deemed necessary and approved by said Council to the clerk of Kent county and said county clerk shall apportion the said amount among the several wards of the city according to the equalized valuation of the property of said wards appearing upon the assessment rolls for each year and shall also notify the supervisors of said several wards of the amounts so apportioned to their respective wards and the same shall be levied, collected and returned in the same manner as other city taxes. Provided: That for purchasing school lots, for erecting school houses and for the payment of school bonds issued for such purposes no greater sum than five mills on the dollar of all taxable valuation of the real and personal property in said city shall be levied in any one year; and provided also: That if for any reason the said Common Council shall fail to pass upon said estimate in any year before the first Monday in October in such year, then the estimate of said Board of Education or the taxes deemed necessary for the ensuing year duly made as aforesaid shall be reported by

the secretary to the clerk of the county of Kent and the same shall be apportioned, levied, collected and returned in the manner hereinbefore specified.

Sec. 13. Said Board shall annually, at their first meeting in May or within twenty days thereafter, elect a superintendent of schools who shall enter upon the duties of his office on the tenth day of July thereafter and said Board shall also, on the second Saturday in September, one thousand eight hundred ninety-three, or within twenty days thereafter and upon the second Saturday in September of every third year thereafter or within twenty days thereafter, elect a treasurer who shall enter upon the duties of his office as soon as he has qualified as hereinafter required and hold the same for the term of three years from the date of his election and until his successor is elected and qualified. The treasurer shall have the keeping of all school and district library moneys and shall pay the same out only upon the order of said Board, signed by the secretary and countersigned by the president, which order shall show the object for which payment is required. Said treasurer shall give a bond to said Board with sufficient sureties and in an amount to be approved by said Board, conditioned for the faithful performance of the duties of his office which bond shall be filed with the clerk of said city. Either of said officers may be removed for incompetency or breach of duty and a vacancy in either of said offices shall be filled by said Board for the unexpired term.

Sec. 14. Said Board shall be the board of school inspectors for the city of Grand Rapids and as such shall report to the clerk of the county of Kent. No school inspectors shall hereafter be elected in said city. All teachers employed by said Board of Education shall first be inspected by a committee of said Board and the Superintendent and, if found qualified, shall receive a certificate in the form prescribed by said Board,

which certificate alone shall entitle the recipient to teach in the schools of said district.

Sec. 15. The said Board shall annually publish in a daily newspaper of said city or in pamphlet form a statement of the number of schools in said city, the number of teachers employed and the number of pupils instructed therein during the preceding year and the expenditures of said Board for all purposes.

Sec. 16. The city treasurer shall at any time, on the written request of the secretary of the Board of Education, report to him the amount of school moneys in his hands and shall, on the order of the president of said Board, pay to the treasurer of said Board all such moneys, taking his receipt therefor and also a duplicate, which he shall file with the secretary of said Board.

Sec. 17. The Superior Court of Grand Rapids shall have jurisdiction of all suits wherein the said Board shall be a party.

Sec. 18. All school taxes which may be assessed within said city shall be set forth in the assessment rolls of said city in separate column apart and distinguished from all other city taxes.

Sec. 19. The Board of Education may from time to time, on such terms of payment as they may deem proper, borrow money for temporary school purposes not to exceed in all thirty thousand dollars in any one year and may issue the bonds of said Board therefor, which amount shall be paid from the first school taxes collected thereafter.

Sec. 20. The said Board shall have full power and authority within the limitations of this act to borrow such sums of money as may by them be deemed necessary for the purpose of purchasing school house sites and building school houses and purchasing a district library site and erecting a library

building thereon in said city: Provided, That the action of said Board authorizing such loans shall first be submitted to the Common Council of said city for its approval and if approved by a majority of the members-elect of said Council the bonds of the city shall be issued and deposited with the treasurer of said Board of Education for such amounts and upon such terms of payment and drawing such rate of interest not exceeding five per cent. per annum, as said Board and Council may direct, which bonds shall not be valid until countersigned by the president and secretary of the said Board of Education; Provided, also, That no bonds issued under this act shall be sold at less than par: Provided, further, That no money shall be borrowed or bonds issued for the purpose of purchasing a district library site or erecting a building thereon, until the question of borrowing such money and issuing said bonds shall at any general or a special election called for that purpose be submitted to the electors of said city qualified to vote under the general election laws of this state and shall be determined as a majority of the electors voting at said election by ballot shall decide.

Sec. 21. All Acts and parts of Acts inconsistent with the provisions of this Act existing at the time this Act shall take effect, so far as relates to the city of Grand Rapids, are hereby repealed; and all provisions of the general school law of the state of Michigan not hereby repealed in this section within said city are declared operative and of the same force therein as elsewhere in this state.

Sec. 22. This Act shall take immediate effect.

Sec. 23. No vote, motion or resolution passed by the Board of Education shall have any force or effect if within twenty-four hours after its passage the president or other officer legally discharging the duties of president of the Board



SEWING—TURNER STREET SCHOOL

—G. A. Loring Co.—

of Education shall lodge in the office of the secretary of said Board his reason in writing why the same should not go into effect and the same shall not go into effect or have any legal operation unless it shall at a subsequent meeting of the Board of Education be passed by a vote of two-thirds of all the members of said Board of Education then in office; and if so re-passed shall go into effect according to the terms thereof; and no vote, motion or resolution of the Board of Education shall go into operation until after the expiration of twenty-four hours after its passage unless the president or other officer legally discharging the duties of president of said Board of Education shall sooner announce in writing, to be filed with the secretary of said Board, his approval thereof.

Sec. 24. All Acts and parts of Acts in anywise contravening the provisions of this Act are hereby repealed. Ordered to take immediate effect.

BY-LAWS, RULES AND REGULATIONS
OF THE
BOARD OF EDUCATION
OF THE
CITY OF GRAND RAPIDS.

Rule 1. The Board shall hold regular meetings at the Board room on the first Tuesday of every month at 8 P. M., from May to October, both inclusive, and at 7:30 P. M. from November to April, both inclusive, or at such other place and time as the Board may determine. Provided, That the president may call a special meeting at any time by giving three days' notice thereof in two daily papers of the city or by serving written notices on the members of the Board at least twenty-four hours before the time of holding such meeting.

2. The standing committees for the year shall be appointed by the president-elect at the first meeting of the new Board or as soon thereafter as may be practicable.

3. The president shall preside at all meetings of the Board. He shall appoint all standing committees and call meetings of the Board when he shall deem it necessary or when requested by any five members. He shall act as the organ of communication between the Board and the city authorities, visit all the schools of the Board at least once a year, countersign all orders on the treasurer, see that the rules of the Board are enforced and exercise a general supervision over the interests of education in the city. Requisitions for money upon the city treasurer shall be made and signed by him, except in case of his absence from the city or sickness, in which

case they may be signed by the chairman of the Committee on Ways and Means. He shall, on or before the first day of July in each year, appoint a suitable person or persons to take the school census as prescribed by law. He shall, at the expiration of each year, make an annual report to the Board of their proceedings and of the operations of the school system in the city during the year, accompanied with such suggestions as he may deem proper for the improvement of the schools and for the interest of education, which report shall be published in conformity to law. In his absence a president pro tem may be appointed by the Board.

4. The secretary before entering upon the duties of his office shall execute a bond to the Board in the penal sum of five thousand dollars, with a responsible surety, to be approved by the Committee on Ways and Means, conditioned for the faithful performance of his duties, which bond shall be deposited with the president. He shall keep a full and faithful record of the proceedings of the Board and of the names of the members present at each meeting thereof, which shall be read at the next subsequent meeting. He may in the absence of the president, at the request of any five members in writing, call meetings of the board and give notice thereof. He shall cause written or printed notices of all regular or special meetings to be sent to each member of the Board. He shall furnish copies of any proceedings, motions, rules and resolutions of the Board for publication or other purposes when directed by a majority of the Board. He shall draw orders on the treasurer on regular audited accounts and may at any time draw from the treasurer a sum not to exceed one hundred dollars, from which he may pay directly all debts under twenty dollars each, necessarily incurred in operating the schools, taking vouchers therefor and rendering a monthly account thereof to the Committee on Claims and Accounts. He shall

prepare the pay rolls and draw orders in payment of the wages of the superintendents, teachers, janitors and librarians employed by the Board and to pay the principal and interest of school bonds when due, also taxes and assessments, and may also draw orders in the amount of one hundred dollars each, on order of the superintendent of schools, to be expended by said superintendent as petty cash and upon order of the Building Committee in amount not to exceed one hundred dollars at any one time, to be expended by the superintendent of construction under control of the Building Committee, but shall issue no other orders without the special direction of the Board; and in no case shall he draw any order on the treasurer unless there is at the time money to meet it in the hands of the treasurer.

5. He shall keep all books, papers, reports and proceedings belonging to the Board when their custody is not otherwise provided for; and in no case allow the same to be taken from his office except on resolution of the Board. He shall perform such other duties as usually pertain to the office of secretary or which may be required by the Board.

6. At each regular meeting he shall report the amount of orders drawn since the last regular meeting and specify in whose favor and on what account such orders have been drawn. He shall notify the chairmen of special committees in writing, within three days after their appointment, of the subject matter upon which they are to report and the names of members of the Board associated with them upon said committees.

7. The secretary shall, on the first Saturday in October in each year make out and file in the office of the county clerk the report of the Board to the said county clerk. Said report *shall contain* all the necessary statements required by law to

entitle the Board to receive the proportion of public money accorded to the city for school purposes and such other statistics as may be required.

8. The treasurer shall execute a bond to the Board before entering upon the duties of his office in such a penal sum as may be fixed by resolution of the Board; such bond shall have at least two responsible sureties to be approved by the Committee on Ways and Means and shall be conditioned that the treasurer shall faithfully perform his duties according to law and the rules of the Board and account for and pay over all school money that may be in his hands as shall be directed by the Board. He shall have the custody of all moneys belonging to the Board and shall be responsible for their safety. He shall keep a regular set of books containing a full account under appropriate heads of all school moneys received and paid out by him, which account, when he shall be city treasurer, shall be kept separate from his account with the city. He shall, at least once a year and as often as may be required by the Board and the Committee on Ways and Means, furnish a full account of all moneys received by him since entering upon his office or since his last report; also of all payments made by him and to whom paid and the moneys in his hands belonging to the Board. He shall, quarterly, return all vouchers upon which payments have been made. The Board may at any time remove a treasurer who may neglect or refuse to comply with these or any rules and regulations of the Board or otherwise refuse faithfully to perform his duties; they may also remove him without assigning a cause and appoint another in his place.

9. There shall be fourteen standing committees of the Board to be appointed by the president, as follows:

First. Committee on Schools consisting of five members,

the president of the Board and the chairman of the Committee on Teachers shall also be ex-officio members.

Second. Committee on Teachers consisting of seven members, the president of the Board and the chairman of the Committee on Schools shall also be members ex-officio.

Third. Committee on Text Books consisting of five members.

Fourth. Committee on Public Library consisting of three members.

Fifth. Committee on Ways and Means consisting of three members.

Sixth. Committee on Claims and Accounts consisting of three members.

Seventh. Committee on Buildings consisting of five members.

Eighth. Committee on Apparatus and School Library consisting of three members.

Ninth. Committee on Grounds consisting of five members.

Tenth. Committee on Supplies consisting of five members.

Eleventh. Committee on Special Training consisting of five members.

Twelfth. Committee on Stationery Supplies consisting of five members, two of whom shall consist of the president and secretary.

Thirteenth. Committee on School Savings Banks consisting of three members, with the president and the superintendent of schools members ex-officio.

Fourteenth. Committee on Kent Scientific Museum consisting of three members.

10. The Committee on Teachers, together with the superintendent, shall conduct the examination of candidates for teachers and issue certificates to such as shall be entitled

thereto. It shall nominate teachers and shall have power to fill, temporarily, vacancies caused by sickness or absence, subject to the approval of the Board.

11. The Committee on Teachers shall, at the regular meeting of the Board in June, report its list of nominees for appointment for the ensuing school year with a recommendation as to the salaries to be paid to such nominees while filling the positions so assigned.

12. The Committee on Schools shall have the general supervision of the courses of instruction and shall recommend such changes therein as it deems advisable. It shall have general charge of discipline in the schools with power to suspend or expel pupils for good cause and to hear and determine complaints against teachers, subject to the approval of the Board. - It shall make recommendations to the Board as to the necessity for new school rooms and as to changes in the school districts and shall regulate the proper distribution of pupils among the different schools and the admission of non-resident pupils, in accordance with the rules of the Board. Its members shall visit the schools as often as practicable with a view to the proper discharge of the duties of the committee.

13. It shall be the duty of the superintendent of schools, the principal of the Central High school and the principal of the Union school to nominate for the consideration of the committee on text books all text books to be adopted for use in the high schools; a majority of this committee can make a recommendation to the committee on text books if they so desire. Whenever a change in the text books of any of the primary or grammar grades is deemed necessary by the superintendent of schools he shall nominate a book or books for the consideration of the committee on text books and it shall be the duty of the Committee on Text Books to consider all books

nominated as above provided and they shall have the power to act upon such nominations either favorably or unfavorably. If their action is unfavorable other nominations may be made as above provided; if their action is favorable they shall recommend said books to the Board of Education for adoption or purchase, as the case may be. Provided, however, that no book shall be adopted or purchased until it shall have been first nominated and recommended as above specified. No action shall be had upon text books except at a regular meeting of the Board and no text book shall be adopted which has not been proposed at a regular meeting at least one month previous to its adoption and no book or books shall be considered adopted which do not receive the affirmative vote of a majority of the entire Board. The text books used and the studies pursued in all the schools of the Board shall be such and such only as are authorized by the Board and no pupil will be allowed to continue in school unless furnished with the required books and stationery, except by permission of the superintendent. The Board may require that not exceeding twenty-five copies of every book, atlas or other production and six copies of every extended map sought by author, publisher or agent to be introduced into the public schools be donated to the Board before the same shall be adopted and all such presentations shall lie on the table one month for examination before the final action of the Board. No text book, song or printed paper of a sectarian or political character shall be adopted or used in any of the schools of the Board.

14. The Committee on Apparatus and School Library shall have charge of the apparatus owned and in use in the public schools of this city and the materials used in the laboratories. No action shall be had upon school apparatus and library books except at regular meetings of the Board and no

apparatus or books shall be ordered purchased except the same shall have been proposed at least one month previous to their adoption and shall have received the affirmative vote of a majority of all the members-elect of the Board.

15. The Committee on Public Library shall attend to the collection of all moneys due to the library fund and have general charge of all matters pertaining to the library. They shall, at the January meeting of the Board of Education, nominate a suitable person for librarian. They shall appoint such number of library attendants as may be authorized by the Board, also all substitutes and temporary help as well as a janitress, all of whom shall serve as long as their services are satisfactory to the Board. They shall report to the Board from time to time such plans and measures as to them may seem necessary and expedient for the establishment and conservation of the library. All purchases of books for the library shall be made according to lists first reported by said committee and confirmed by the Board. It shall be their duty to see that the laws appropriating the proceeds of all fines to the support of the library are observed and to report any delinquency on the part of any officer connected therewith to the Board. Book lists for the public library reported by the committee to the Board shall be printed in the minutes unless otherwise ordered by the Board.

(See Section 16, Title 4, Revised Charter, and Sections 26 and 27, Chapter 179, Compiled Laws.)

16. The Committee on Ways and Means shall examine into and report upon all such matters relative to the revenue of the Board as shall be referred to them. They shall inquire into the state of the debt, the revenue and expenditure of the Board and whether any or what retrenchments can be made with advantage and shall report from time to time such pro-

visions and arrangements as may be promotive of order, economy and accountability in the conduct of the fiscal concerns of the Board.

17. They shall examine into and report upon the sufficiency of all official bonds and all such matters not constituting a claim against the Board as shall be referred to them; and shall make and report the estimates for the yearly expenditure.

18. They shall examine at least once a quarters all books, papers, vouchers, securities, deposits and disbursements of the treasurer and in case there is found any defalcation, discrepancy or irregularity in the same at once notify his bondsmen thereof and also report the same to the Board at its next session.

19. The Committee on Claims and Accounts shall examine into and report upon all matters of account or claim in favor of the Board and shall audit all accounts and claims against the Board which may be presented or referred to them.

20. The Committee on Buildings shall provide school houses or school rooms for the schools established by the Board and shall see that the same are kept in repair and furnished with necessary seats, fixtures and heating apparatus; that the rooms are kept neat and clean so that the health of the pupils may not suffer. They shall have power to make contracts for the renting of school houses and school rooms and for all necessary repairs of the same and necessary furniture or fixtures for said rooms or houses. Provided, however, That all contracts made by said committee which amount to fifty dollars and upward shall, before they take effect, be ratified by a vote of the Board.

21. Said committee shall make an annual report to the president giving an entire list of the property of the Board

with its valuation; the number of the different school buildings, together with the number of seats in each department and a list of all rooms or buildings leased by the Board, with the duration of lease, names of lessors and amount of rent and such other information as they may deem of value to the Board.

22. It shall be the duty of said committee to examine into and report upon all questions of the necessity, desirability and value of property hereafter purchased for the use of or sold by the Board; to carefully examine into the title of such property purchased and prepare for execution all papers necessary in the purchase or sale of real estate; and to recommend to the Board plans and specifications for all new school buildings of the Board and they shall have the superintendence of the construction, finishing and furnishing of the same and of the construction of all necessary outbuildings and of the insurance of the property of the Board.

23. All persons engaged by the Board as janitors of the school buildings shall be nominated by the Committee on buildings, annually, at the first meeting of the new board after its organization and at such compensation as they may deem reasonable, such nomination and compensation, with a list of persons so employed, to be reported to the Board for its approval at said meeting; and in no case shall the salary paid to any janitor be increased or diminished except by a vote of the Board; and all actions that may be taken by the said committee relative to the discharge or hiring of janitors after the annual nominations as above shall have taken place, shall in all cases be reported to the Board at its next meeting for its approval or rejection.

24. The Committee on Grounds shall have charge and supervision of the school grounds. They shall determine upon

the grading and platting of the grounds, plan the walks, decide upon the material and arrange for the construction of the same; supply the necessary shade and ornamental trees and shrubbery and designate the parts to be used as play grounds and those to be reserved for ornamental purposes and employ during such portion of the year as seems necessary a suitable person to carry such plans into execution; and shall control and use the services of the janitors in keeping the grounds in order. All plans for grading and improving the grounds which involve an outlay of more than fifty dollars shall first be submitted to the Board for approval and ratification before being carried into effect.

25. The Committee on Supplies shall see that the schools are provided with proper fuel and with all necessary supplies for daily use and shall have power to make contracts for the purchase of the same. Provided, however, That all contracts made by said committee which amount to fifty dollars and upwards shall, before they take effect, be ratified by a vote of the Board.

26. The Committee on Special Training shall have charge of all matters relating to manual training and kindergarten.

27. The Committee on Stationery Supplies shall have charge of all supplies to be used in the schools except such as are furnished under the supervision of the Committee on Supplies. They shall have the power to make contracts for the purchase of such supplies. Provided, however, That all contracts made by said committee which amount to over fifty dollars shall, before they take effect, be ratified by the Board. They shall nominate to the Board of Education at its regular meeting in June a suitable person for the position of clerk who shall be under the direction of the committee.

28. The Committee on School Savings Banks shall have

general charge of the conduct of the system in the public schools and shall make an annual report to this Board.

They shall also report at such other times as to them may seem necessary.

29. The Committee on Kent Scientific Museum shall have general charge of all matters pertaining to the Kent Scientific Museum and Library. They shall from time to time recommend to the board the employment of such assistance in the care and conduct of said museum and library as they may deem advisable. All purchases of additions to said collection shall be made according to lists first reported by said committee to and confirmed by the Board and such lists shall be printed in the minutes unless otherwise ordered by the Board. Said committee shall make recommendations to the Board touching rules and regulations for the conduct and use of said museum and the expenditure of money for the care, improvement and enlargement of said collection. Said committee shall report to the Board from time to time such plans and measures as to them may seem necessary and expedient for the establishment, housing, displaying and conservation of said collection. But said committee shall have no power to contract or expend money without the authorization of the Board. Said committee is to work in conjunction with a committee of like number appointed by the directors of the Kent Scientific Institute.

30. No committee shall have power to make any contract or incur any obligation that shall be binding on the Board without previous authorization of the Board, except such as are hereinbefore specially enumerated.

31. A majority of any committee shall have power to act in all cases. The standing committees shall make a general

report of their doings and proceedings as often as they may be requested by the president or by the Board.

32. No money shall be appropriated or any vote taken or resolution or order passed, the carrying out of which will involve the necessity of the expenditure of money, except by the concurring vote of a majority of all the members of the Board-elect by "aye" and "nay."

33. No account against the Board shall be reported upon by any committee of the Board nor audited by the Board unless the same shall have been proven according to law and placed in the hands of the secretary or of the chairman of the Committee on Claims and Accounts at least two days before any meeting of the Board.

RULES REGULATING TEACHERS' SALARIES AND THE GRANT- ING OF CERTIFICATES.

PRINCIPALS.

34. The salaries of principals shall be as follows: For the first room actually used as a session room, \$575.00, and for each additional session room, \$25.00. This rule shall not apply to the salaries of the principals of the Central and Union schools.

35. No person shall be appointed to a position as teacher in the Grand Rapids schools unless either a graduate of a city normal school or a state normal school or the University of Michigan or a college with courses of equal length with the Michigan Normal or the University of Michigan, or a holder of a life certificate from the State Board of Education or

graduate of a twelve grade high school with at least three years of successful experience under pay in charge of rooms in public graded schools of not less than three rooms.

Provided: That no new teacher be employed in the high schools of this city unless he or she is a college graduate.

Provided, further, That the adoption of this rule shall not render ineligible any teacher now employed in the public schools of this city.

New kindergarten teachers shall be at least high school graduates, shall have taken a two-years' course in a regular kindergarten training school and shall pass a regular third-grade examination with such additional questions as naturally bear upon kindergarten work.

Provided, That this rule shall not render ineligible the graduates of the city training school.

36. Salaries shall be paid monthly and based on grade and experience in charge of room as follows:

	*Kindergarten to Fifth	Sixth grade	Seventh grade	Eighth grade
First year cadet.....	\$300			
Second year cadet.....	325			
First year in charge of room.....	350		\$375	\$400
Second year in charge of room.....	400		425	450
Third year in charge of room.....	450		475	500
Fourth year in charge of room.....	500		525	550
Fifth year in charge of room.....	550		575	600
Sixth year in charge of room.....	575	\$600	625	650

*Kindergarten to fifth grade, inclusive.

Teachers in charge of session rooms having an average attendance of more than fifty pupils during the first month of

the semester may receive, if approved by the Board, in addition to the salary payable under the above schedule, not more than fifty dollars for each additional enrollment of fifty or fraction thereof.

SCHEDULE OF HIGH SCHOOL SALARIES.

	Minimum.	Maximum.
First year.....	\$500	
Second year.....	500	\$525
Third year.....	525	550
Fourth year.....	550	575
Fifth year.....	575	600
Sixth year.....	600	625
Seventh year.....	625	650
Eighth year.....	650	675
Ninth year.....	675	700
Tenth year.....	700	750
Eleventh year.....	750	800
Twelfth year.....	800	900
Thirteenth year.....	900	1000

Session room teachers shall receive \$900 the first year in charge of session room seating 100 pupils or over, \$950 the second year, \$1,000 the third year, \$1,050 the fourth year and (maximum) \$1,100 the fifth year. The preceptress shall receive \$100 in addition to the salary under the above schedule.

College graduates may be credited by the Committee on Teachers with four years' experience.

Salaries of teachers now employed are not to be decreased to meet this schedule.

Successful experience in high schools or schools of similar grade will be counted but no credit shall be given for more than five years.



The average daily attendance during the first month of each semester shall be considered for the purpose of computing salaries during that semester.

Graduates of the University of Michigan and graduates of the Michigan Normal college holding a degree may be credited by the Committee on Teachers with four and two years, respectively, of experience in primary, grammar and high schools and when so credited shall be entitled to receive pay in accordance with the table of salaries.

37. The salaries of teachers in the truant and ungraded rooms may be fixed by the Committee on Teachers and approved by the Board, irrespective of these rules.

CLASS-ROOM TEACHERS.

38. Class-room teachers shall receive the same salaries as teachers in charge of rooms of the next lower grade.

EXPERIENCE.

39. In fixing the numbers of years' credit to be given newly appointed teachers for experience in other than Grand Rapids schools the Committee on Teachers shall allow such credit as the facts, in its judgment, warrant; but in no case shall a teacher be given credit for more than his or her full number of years' work in public graded schools having not less than three rooms nor with more than half time for work in other public schools.

40. Teachers of experience elsewhere accepting cadetships here may, if promoted within a year to the charge of a room, be given such credit for experience as the Committee on Teachers may deem just, subject to the restriction contained in rule 39.

41. Teachers entering the Grand Rapids schools after a part of the school year has passed, will, if such teachers are

reappointed for the following school year, receive an additional year's credit for experience in the Grand Rapids schools, provided they have taught in said schools half a school year or more, but if they have taught less than half a school year they shall receive no additional credit therefor.

42. Whenever in the judgment of the Committee on Teachers a teacher's work does not warrant allowing credit for the preceding year's experience, it may refuse to credit such experience.

43. Increase of salary on account of experience will always begin with the opening of the school year and never at other times, except in case of the promotion of cadets.

44. In case the number of rooms taught in any building shall be increased or diminished after the commencement of any school month the salary of the principal of such building shall not be changed to correspond therewith under these rules until the beginning of the next month, and teachers in two grades to which different salaries are given shall receive the higher salary. When a new grade calling for a different salary is introduced into a room after the beginning of any school month, through the promotion or transfer of pupils, there shall be no change in salary until the beginning of the next month.

45. In making appointments or promotions decided preference will be given, other things being equal, to the holders of first and second grade certificates.

46. Certificates of three grades shall be issued, known as certificates of the first, second and third grades, respectively. The first grade certificate shall be valid until revoked by the Board on recommendation of the Committee on Teachers and shall qualify the holder, eligible under rule 35, to fill any position in the schools. A second grade certificate shall be valid

until revoked by the Board on recommendation of the Committee on Teachers and shall qualify the holder, if eligible, to teach in the first to the eighth grades inclusive, and to act as principal in any primary or grammar school. A third grade certificate shall be valid until revoked by the Board on recommendation of the Committee on Teachers, and shall qualify the holder, if eligible, to teach in the first to the sixth grades inclusive. The form of said certificates shall be approved by the Committee on Teachers and they shall be signed by the chairman of that committee and by the superintendent.

47. Applicants for third grade certificates shall be examined in orthography, reading, writing, grammar, geography, arithmetic, theory and art of teaching, United States history, civil government, elementary psychology and physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

(See Amendments to school laws; Chapter 12, Section 4.)

48. Applicants for second grade certificates shall be examined in the requirements for a third grade certificate with the addition of history of England, composition and rhetoric, elementary algebra, physics, botany and physical geography.

49. Applicants for first grade certificates shall be required to pass examination in the studies necessary for a second grade certificate with the addition of English literature, general history, history of education and geometry.

50. No person shall be permanently appointed as a teacher who shall not have been granted a certificate of the necessary grade, and all persons temporarily appointed as teachers must take the first examination held after such temporary appointment, and shall not be retained unless such examination be satisfactorily passed, and no person shall act as a supply without having passed the required examination.

EXAMINATIONS.

51. All examinations shall be in writing, except that examinations in reading shall be partly oral and partly written. Any applicant for a certificate who fails to reach a credit of sixty per cent. in any two or more subjects or to reach an average standing of eighty per cent. will be denied a certificate, and when taking a future examination will be re-examined in all subjects.

Questions, answers and markings shall be filed immediately after the examination and kept in the office of the secretary until the next regular examination.

All applicants before being examined shall be given numbers, and all examination papers shall be indexed by such numbers and not by the names of the applicants, and the examination papers shall be marked by a person or persons to whom the identity of the applicants and their numbers shall be unknown.

52. Regular examinations for teachers shall be held during the spring vacation and during the last week in June. Special examinations may be held at any time under the direction of the Committee on Teachers, due notice thereof being given.

EXEMPTIONS FROM EXAMINATIONS.

53. Certificates of the first, second or third grades, as the Committee on Teachers shall recommend, may be granted by a majority vote of the Board to the following persons without examination:

First. Persons holding state certificates granted by the State Board of Education.

Second. Graduates of the Michigan State University.

Third. Graduates of the Michigan State Normal College of Ypsilanti, holding life licenses to teach in Michigan.

Fourth. Graduates of other institutions with a standing equal to that of the Michigan University and the State Normal College.

Fifth. Teachers of special subjects, including music, drawing and penmanship.

ABSENCE AND SICKNESS.

54. Whenever any teacher shall, on account of being sick, be absent from his or her department, ninety per cent. of the salary for the time lost shall be deducted; but no salary shall be paid for absence after two weeks. If a temporary teacher is rendered necessary, the compensation to be paid such substitute shall be fixed by the superintendent, with the consent of the chairman of the Committee on Teachers, at the time of the appointment or thereafter, subject, however, to be finally fixed by the Board by appeal of any such substitute from such chairman's action in the premises. No substitute shall be paid more than the ninety per cent. deducted from the regular salary without an order from the Board to that effect. Whenever any teacher shall be temporarily absent from school it shall be the duty of said teacher to send a notice forthwith to the office of the superintendent. All teachers when absent from school, except from sickness (as herein provided) shall forfeit their salary during the continuance of such absence.

DISMISSAL OF TEACHERS.

55. The Board assumes the right to dismiss any teacher at any time for a willful violation of the rules of the Board, or for misconduct, or incompetency, or on thirty days' notice without assigning a reason.

RULES REGULATING THE MEETINGS OF THE BOARD.

56. The following shall be the order of business of the regular meetings of the Board, and this rule shall not be deviated from unless under a suspension of the rules, and the rules may be suspended only by a two-thirds vote of the members of the Board present :

1. Roll call.
2. Reading minutes of previous meeting.
3. Reading of petitions.
4. Reports of committees in the following order :
 1. Committee on Schools.
 2. Committee on Teachers.
 3. Committee on Text Books.
 4. Committee on Public Library.
 5. Committee on Ways and Means.
 6. Committee on Claims and Accounts.
 7. Committee on Buildings.
 8. Committee on Apparatus and School Library.
 9. Committee on Grounds.
 10. Committee on Supplies.
 11. Committee on Special Training.
 12. Committee on Stationery Supplies.
 13. Committee on School Savings Banks.
 14. Committee on Kent Scientific Museum.
 15. Special Committees.
5. Report of secretary.
6. Report of superintendent.
7. Motions and resolutions.
8. Unfinished business.
9. Miscellaneous business.
10. Adjournment.

57. The president shall take the chair at the time appointed for the meeting and shall call the meeting to order. He may speak upon all questions of order in preference to other members and shall decide such questions subject to an appeal to the Board.

58. A majority of the Board constitutes a quorum.

59. The president may put any question sitting, but shall rise to address the Board. He may state facts and give his decision on questions of order without leaving the chair; but if he wishes to debate a question he shall leave the chair, calling some member to it as temporary chairman.

60. Questions shall be put in the order in which they are made, unless the subsequent motion shall be previous in its character; except that when time or sums are stated in a resolution or motion, the largest sum and longest time shall be put first. Motions to adjourn shall always be in order and shall be decided without debate.

61. The previous question shall be put when in order and voted by a majority of the Board present, and shall cut off all further amendment and debate, and shall be put as follows: "Shall the main question now be put?" Motions for the previous question are not debatable.

62. All motions must be seconded and shall be reduced to writing when requested by any member, and all reports and resolutions shall be reduced to writing before being presented. When a question is under debate the following motions only shall be in order: To adjourn, to lay on the table, to postpone, to commit, the previous question and to amend; and these shall have precedence in the order in which they are named. A motion of commitment, until decided, shall cut off all amendments of the main question.

63. Members shall be seated at the meetings of the Board in the order of their wards; members shall rise in their places to address the chair, and no member shall speak sitting. Each member speaking shall confine himself to the question under discussion and shall avoid all personalities. The person entitled to the floor shall be designated by the chair, and no person shall be interrupted while speaking, except by calls to order or to correct a mistake; and any member may call another to order when in his opinion such member is out of order.

64. Any member voting with the prevailing party may move a reconsideration of any vote, and if seconded and carried the question shall again be open for debate and shall be disposed of by the Board. If such motion is not made at the same meeting with the original vote, a vote of two-thirds of the members present shall be necessary for a reconsideration. Every member must vote unless excused. A division of any question may be called for by any member, and the question shall be divided and put in accordance with such call.

65. Members called to order shall sit down, unless permitted to explain by the president; and if the decision of the chair is appealed from the Board shall decide the question without debate. No member shall speak more than twice on the same question without leave, nor more than once, until all members wishing to speak shall have spoken.

No trustee of this Board shall submit any bid to furnish under contract or otherwise any material or supplies to the Board of Education while he is a member of this Board.

66. No trustee shall vote on any question in which he is pecuniarily interested. On all other questions every trustee shall vote unless excused by the Board.

67. The rules of parliamentary practice comprised in -

Jefferson's Manual shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with the standing rules of the Board.

68. Any rule or by-law may be suspended by a vote of two-thirds of all members present. Provided, That a majority of all the members of the Board shall vote for such suspension.

69. All by-laws, rules and regulations inconsistent with the foregoing are hereby repealed; and all rules and regulations of the schools except those contained herein are hereby repealed.

70. All reports of committees shall be made in writing. Verbal reports shall not be considered by the Board.

RULES AND REGULATIONS OF THE SCHOOLS.

CLASSIFICATION.

71. The public schools of the city of Grand Rapids shall be classified as follows:

Primary schools.

Grammar schools.

High schools.

72. The primary, grammar and high schools shall each be divided into four grades, the first of each being the lowest.

SCHOOL YEAR.

73. The first term shall begin on the first Tuesday in September and close on the Friday next preceding Christmas. The second term shall commence one week from the following Monday and continue twelve weeks. The third term shall commence on the second Monday following the close of the second term and continue twelve weeks.

SCHOOL SESSIONS.

74. The school sessions for the high school department shall be from 9 a. m. to 12 m., and from 1:15 p. m. to 3:30 p. m. each school day during the entire school year. The sessions for the primary and grammar school departments shall be from 9 a. m. to 11:45 a. m., except that the kindergarten, beginners, first and second grades shall close at 11:30 a. m., and from 1:15 p. m. to 3:30 p. m. There shall be fifteen minutes recess in the primary and grammar schools in both the morning and afternoon sessions.

HOLIDAYS.

75. Every Saturday, twenty-second day of February, annual Thanksgiving and following Friday, and all Thanksgivings and fast days authorized by the national and state governments and such others as the Board of Education may authorize shall be regarded as holidays.

REQUIREMENTS FOR ADMISSION.

76. Residents—All persons who are residents of the city and who are over five years of age, not afflicted with any contagious disease, may attend the public schools of the city. Beginners can enter only during the first school week in September and February.

77. Non-Residents—Persons not residents of the city, or who may have a temporary residence within the limits of the city for the purpose of attending school, may be admitted into the schools upon the payment of the following rates of tuition:

High school, per week.....50 cents.

Grammar school, per week.....40 cents.

Primary school, per week.....30 cents.

78. All tuition must be paid in advance for not less than ten weeks. No deduction shall be made for absence after a

pupil shall have commenced a term, except in case of protracted sickness. Provided, That nothing less than three consecutive weeks shall be considered a protracted sickness.

SUPERINTENDENT.

79. The superintendent of public schools shall act under the direction of the Board, whose executive officer he shall be, as far as pertains to the details of school management and discipline and the general care of schools, school houses, books and apparatus.

80. The Truant school shall be used only as a means of last resort, either for the punishment of truants or incorrigibles. Only in the most extreme cases shall any child under the age of eleven years be committed to the Truant school. The question of transferring pupils to or from the Truant school shall be left to the judgment of the superintendent of schools.

81. It shall be his duty to see that the rules of the Board are enforced; to superintend the classification of pupils; to promote those to a higher department or grade of school who, upon examination, are found qualified; to see that judicious programs of study and recitation are instituted; to direct modes of discipline and instruction, suitable hours of study and intermission and maintain a uniform system of text books, school records and reports, and to render any needed aid and counsel, and enact such special rules for the government of the schools as shall conduce to their highest success.

82. He shall make himself familiar with the various systems of public instruction and the progress of education in other places, that he may be better prepared to devise appropriate means for the advancement of the public schools of this city to the highest possible standard of efficiency and usefulness.

83. He shall report the condition of the schools under his charge at the regular meetings of the Board of Education and make such recommendations as may seem necessary.

84. He shall hold meetings of the teachers whenever in his judgment he shall think it best; and he shall keep a record of the attendance of teachers at such meetings.

85. He may appoint a supply in case of the temporary absence of any teacher or dismiss the department at his discretion.

86. He shall collect tuition from foreign pupils and all fines for injuries to school property, or cause the same to be collected by the principals of the departments or secretary of the Board.

87. He shall hold examinations of teachers and applicants as the Committee on Teachers may direct.

88. He shall have power to grant permission for partial attendance to such pupils as are unable to attend the entire day and to carry out the rules of the Board concerning the school districts, as also concerning the irregular attendance or misconduct of pupils.

89. It shall be his duty to send to the Board annually a written report giving the condition of the schools from the statistics of teachers' reports, and an account of his own labors with such suggestions as may seem important.

90. He shall have regular office hours outside of school hours, which shall be from 4 to 5:30 p. m., and such others as he may appoint.

TEACHERS, THEIR OBLIGATIONS AND PRIVILEGES—GENERAL DUTIES.

The following duties shall be binding upon all teachers of the public schools of this city:

91. To become familiar with the general regulations of

the schools and to co-operate with the superintendent in their observance.

92. To take a personal interest in whatever tends to elevate the teacher and the character of the instruction of pupils.

93. To be present at all meetings appointed by the superintendent when their attendance is required, and when present to perform whatever work may have been assigned them.

94. To acquaint themselves with the circumstances and disposition of each pupil so as better to adapt instruction and discipline to individual cases.

95. To watch over pupils at recess and intermission, and thus to prevent any improper deportment or language on the part of the pupils.

96. To avoid sarcasm, ridicule and every appearance of passion in the government of the schools.

97. To take all proper means to foster in the minds of the pupils love and respect for their teacher.

98. To see that the school rooms are properly ventilated and heated, keeping the temperature at about 70 degrees Fahrenheit; to this end they shall endeavor to secure an entire change of air at recess and at the close of the morning session.

99. To report to the superintendent all matters pertaining to their schools; but teachers may at all times report any such matters to the Committee on Schools.

100. To prevent the use of their schools as a means of advertising; except by permission of the superintendent.

101. To notify parents at the close of each morning and afternoon session of every absent pupil and every case of tardiness, unless satisfactory evidence is furnished that such absence or tardiness was unavoidable.

102. To be present at their respective rooms at the time indicated by the rules, and unless so present, to mark themselves tardy.

103. To take charge of all books loaned by the superintendent to indigent pupils and collect the same at the end of each term.

104. To keep all records neatly and accurately.

105. To co-operate with associate teachers in securing good order in the halls or on the school grounds.

106. To make a carefully arranged program of study and recitation which they shall faithfully follow.

107. To prepare with accuracy all reports and deliver them at the time specified to the persons for whom they are made.

108. Teachers may detain pupils at the close of the school session and at recess for purposes of punishment or to prepare neglected lessons; but such detention shall be limited to ten minutes at recess and thirty minutes at the close of the session.

109. They shall faithfully carry out the suggestions of the superintendent respecting methods of instruction.

110. If unable to be in school they shall give the superintendent notice of such inability at least one hour previous to the opening of the school; and in all such cases a minutely prepared statement of the school work of the day, for the use of the supply teacher, shall, if possible, accompany the notice.

111. They shall enroll their names at the top of the first page of the school register and make a daily record of their attendance and tardiness.

112. All teachers entering into contract with the Board of Education are understood thereby to obligate themselves to the faithful observance of these rules and regulations.

113. All teachers are required to maintain strict order and discipline in the schools and class rooms. The practice of detaining pupils after school should be avoided as far as possible. In maintaining order teachers may employ any reasonable and proper means which may be necessary to secure compliance with all commands, governing by kindness and appealing to the better nature of pupils whenever possible.

Corporal punishment shall be avoided when obedience can be obtained by milder measures, but may be resorted to whenever after consultation between the principal and teacher it shall be thought necessary. When it shall be decided upon the principal shall inflict the punishment himself in the presence of the teacher or direct the teacher to inflict it in his presence, but not in the presence of the school. All such cases shall be reported to the superintendent not later than the day following the occurrence. In conflicting punishment, striking the head and hands must be avoided.

SPECIAL DUTIES—PRINCIPALS.

114. It shall be the duty of the principals to have general management of the schools under their charge, making the necessary rules for the preservation of good order in the halls and on the school grounds.

115. To have supervision of the furniture, apparatus, maps and outbuildings, and to give directions to the janitors for the proper care of the same and see that such directions are fully obeyed, and in case an injury is done to any of the school property to ascertain the person doing the same and report at once to the superintendent the nature and extent of the injury.

116. To classify, with the aid and advice of the superintendent, all pupils at their entrance into the schools.

117. To make a monthly report to the superintendent according to prescribed forms of the condition of their schools.

118. To suspend pupils for determined resistance to authority until their cases can be reported to the superintendent, but in all such cases when it is possible, to send a previous warning to the parent.

119. Punctually to observe the hours for opening and closing the schools.

120. To see that their school buildings when open are always in the charge of the janitors or one of the teachers.

121. To see that their school rooms are in charge of teachers and open for the reception of pupils one-half hour before the opening of each school session.

122. To visit from time to time the rooms of assistants during school hours and to make such suggestions as may be necessary.

123. To enroll the names and record the attendance and tardiness of assistants who have charge of recitation rooms.

124. To be present at their respective schools, both morning and afternoon, one-half hour before the time for the opening of the school session.

ASSISTANTS.

125. The first assistant shall assume the duties of principal when the latter is absent.

126. It shall be the duty of assistants to render reports to the principal according to the prescribed forms on the last Friday of each school month.

127. To consult frequently with the principals concerning the management of the schools and especially with reference to cases where corporal punishment may be thought necessary.

128. To be present at their respective rooms thirty minutes before the time for opening the sessions during the entire school year.

PUPILS—DUTIES AND PRIVILEGES.

129. Pupils shall not appear on or about the school grounds earlier than thirty minutes before the opening of either session of the school, except by consent of the principal previously obtained.

130. Pupils are required in all cases to be kind toward each other and to render respectful obedience to all the teachers of the same building with themselves.

131. To refrain from the use of tobacco and from vile and profane language and other immoral conduct of every kind; to be neat in their persons and punctual and regular in attendance, diligent in study and faithful in the observance of every rule.

132. Any pupil who shall be absent from any regular examination of the school without permission of his teacher and shall fail to furnish a satisfactory excuse therefor shall not be permitted to return without the consent of the Board of Education or the superintendent.

133. Sickness of the pupil or severe illness in the family rendering attendance at home necessary shall be considered the only legitimate excuse for tardiness or absence from school, and the teacher may require in all cases that the cause of absence be certified by the parent or guardian in person or in writing. When an unavoidable absence can be anticipated, it should if possible, be excused before it occurs.

134. Any pupil who shall mark, cut or otherwise intentionally deface or injure any school furniture or building,

inside or out, shade trees, fences or other property whatever, belonging to the school estate, shall not only be liable for damages but subject to the law of this state.

135. A pupil may not be permitted to continue in school who shall not be provided with all the books and utensils uniformly required in the classes.

136. In case uncleanliness of either the person or dress unfits a pupil for the school he shall be sent home to be properly prepared for the school room.

137. Text books may be furnished by the superintendent at the public expense (Michigan School Law, Chap. III, Sec. 16) for the use of children whose parents are unable to provide them. Such books shall be labeled "School Property," and the teacher shall enter their number and title in the school register in connection with the name of the pupil to whom lent and the name of the parent or guardian.

138. Books and periodicals foreign to the purpose of study will not be permitted in study hours.

139. Candidates for advancement must pass a satisfactory examination and receive a certificate from the superintendent or principal before they can be permitted to enter a higher class or department. Special examination for this purpose will be held at the beginning and close of each semester.

140. It shall be the duty of pupils enrolled in the higher departments to perform regularly the parts assigned them in declamation and composition and by faithfulness in the discharge of every duty, and in making the school a pattern of excellence. This shall be a condition of membership.

141. At the close of the third term of each school year those pupils who have completed any course of study in a satisfactory manner and whose regularity of attendance and uniform, exemplary deportment shall have been commend-

able, shall be entitled to the honors of graduation and receive a diploma therefor.

142. No public presentation of a gift or other testimonial shall be made to any teacher by pupils in school.

JANITORS—DUTIES OF.

143. It shall be the duty of the janitor to sweep daily at the close of the school all the rooms, halls, stairways and piazzas in use by the schools, and to remove upon the following morning the dust from all school furniture; at the close of school each night to empty and clean all filters, wash bowls, dippers, to clean and fill the ink wells, and to clean the blackboards when the principal deems it necessary. It shall be his duty to supply all wash stands with clean towels every morning and as much oftener as the principal may direct. He shall be allowed such extra compensation therefor as the Committee on Supplies may direct.

144. To wash the floors of the rooms, halls and stairways once each school month, and those of the halls and rostrums oftener if directed by the principal.

145. To examine daily into the condition of the outbuildings, sidewalks and fences and keep the same in good condition, and to report to the principal and the superintendent of buildings any needed repairs or serious injury done to any school property.

146. To have the rooms sufficiently warmed for school purposes at 8:30 a. m. during all seasons when fires are necessary and on the opening of school each morning to open all ventilating shafts and fresh air inlets; also at close of school to see that the same are closed and the fires properly banked.

147. To open the buildings at 8 a. m. when directed and to remain in charge of the same until the arrival of the principal.

148. To keep open all necessary paths upon the school premises leading to the buildings or outbuildings.

149. To consult with the principal and the superintendent of janitors respecting the character of the work and as far as possible carry out all suggestions relative to the care of the property and comfort of pupils and teachers; also to report to the principal such improper conduct of pupils as may be noticed by him. The principals shall report to the superintendent of janitors all failure on the part of janitors to properly attend to their duties.

150. All janitors shall act as messengers between the office of the superintendent and the schools of which they have charge, but shall never absent themselves from their buildings during school sessions without first assuring themselves of the condition of the fires and safety of steam boilers. The janitors shall faithfully attend to carrying out all details on the posted cards in their buildings relative to care of steam boilers, ventilation, fires, etc.

151. All janitors at such time as they may not be engaged in their duties in the school buildings shall be subject to the direction of the Committee on Grounds.

SUGGESTIONS TO TEACHERS RESPECT- ING REPORTS, SCHOOL GOVERN- MENT, ETC.

152. The name of the school, time of beginning and ending of the school year and the name of the teacher in charge of the room should be plainly written on the cover of the register.

153. The name of the teacher should be enrolled at the top of the first page, following which should be left four blank spaces to be used in case other teachers should serve in the same school during the year.

154. The real name of the pupil should in all cases be the one enrolled on the register.

155. After the second week of the school year the attendance, which may be then copied into the register, should be marked each day.

156. Care should be taken to leave sufficient room for enrollment in alphabetical order of all pupils who may enter the school during the year.

157. The left hand column of the register is designed for the names and residences of the parents, which should be accurately ascertained at the beginning of each school year.

158. Teachers should each day record their own attendance and tardiness.

159. Teachers should not leave the school building until the work upon the register, the monthly summary and all other duties of the day are performed.

160. Every book loaned to a pupil should be recorded under the record of the pupil's attendance, together with the date of the loan.

161. Whenever a pupil leaves the school permanently the reason for such leaving, and if transferred, the school to which he is accredited should be noted opposite the name on both the register and the "Transfer Record."

162. It should be ascertained whenever a pupil enters a school whether he has since the beginning of the school year attended any other school or schools within the city; if so, his entrance ticket, with the record of attendance and standing to date, should be obtained from his former teacher and a record

of the same made upon the register. Teachers receiving a pupil by transfer should immediately notify the teacher from whom he comes of his entrance.

163. On Friday night, at the close of each school month, the principal should hold a meeting of the teachers of the building for the purpose of examining the monthly summary and for correcting the same if necessary.

164. All papers sent by the teachers to the superintendent or parents should be dated and should bear the name of the teacher.

165. Each case requiring the suspension of a pupil for absence or misdemeanor shall be reported to the principal for final action. When a pupil has been suspended, notice of the same with a report of the facts in the case should be sent at once to the superintendent.

166. Teachers should keep parents informed of all absences, unsatisfactory work and misconduct of their children.

167. Whenever a pupil leaves the school permanently, either with or without the consent and advice of the parent, and the cause does not seem to the teacher absolutely necessary, the case should be at once referred to the superintendent with the name and address of the parent.

168. Teachers should hold themselves aloof from the use of all hasty remarks in the presence of pupils, which may not be repeated at any time in the presence of others.

169. Through the pupils the parents should learn that at any time they will be welcome in the school room, and if they are known to be dissatisfied with the school in any respect, visits from such will generally result in removing the disaffection.

170. The remissness of the janitor in the care of the school

room should be noticed and corrected; the floor of each room should be cleaned every fourth week, and other parts of the room as often as necessary to secure health and cleanliness.

171. Pupils should be taught orderly habits in all things pertaining to school work and orderly habits on the part of the teacher will more quickly and surely secure this result.

172. Earnest and constant effort is needed on the part of the teacher to prevent immorality in any form. By frequently mingling with the boys on the playground, the teacher will see more clearly the evil and how to correct it. Reproof kindly given, without the knowledge of other pupils, will be found most effectual.

PROGRAMS
OF
Special Teachers.

GRAND RAPIDS PUBLIC SCHOOLS.

SUPERVISOR OF DRAWING.

WEEKS: 1, 7, 13, 19, 25, 31, 37.

FORENOON.

AFTERNOON.

Monday.....Baxter street..... Teachers' Meeting.
Tuesday.....Wealthy avenue..... Teachers' Meeting.
Wednesday.....Congress street..... Lake.
ThursdaySouth Division street.... Palmer avenue.
Friday.South Division street.... Walker.

WEEKS: 2, 8, 14, 20, 26, 32, 38.

Monday.....Diamond street.... Teachers' Meeting.
Tuesday.....Henry street Teachers' Meeting.
Wednesday.....Jefferson avenue..... Jefferson avenue.
Thursday.....North Ionia street North Ionia street.
Friday... ..Central avenue..... Optional.

WEEKS: 3, 9, 15, 21, 27, 33, 39.

Monday.....Plainfield avenue..... Teachers' Meeting.
Tuesday.....Fountain street..... Teachers' Meeting.
Wednesday.....Hall street..... Hall street.
Thursday.....Union Grammar..... South Ionia street.
Friday..... Union Primary..... Optional.

WEEKS: 4, 10, 16, 22, 28, 34, 40.

Monday.....North Division street.... Teachers' Meeting.
Tuesday.....East Leonard street ... Teachers' Meeting.
Wednesday.....Turner street..... Turner street.
Thursday.....Central Grammar Central Grammar.
Friday.....Oakdale North Division street

WEEKS: 5, 11, 17, 23, 29, 35.

Monday.....Straight street Teachers' Meeting.
Tuesday.....Widdicomb street..... Teachers' Meeting.
Wednesday.....Jefferson street..... Jefferson street.
Thursday.....East Bridge street..... Coit avenue.
Friday.....West Leonard street. Optional.

WEEKS: 6, 12, 18, 24, 30, 36.

Monday.....Second avenue..... Teachers' Meeting.
Tuesday.....Sibley street..... Teachers' Meeting.
Wednesday.....Madison avenue..... Madison avenue.
Thursday.....Pine street Seventh street.
Friday.....Buchanan street..... Optional.

SUPERVISOR OF MUSIC.

WEEKS: 1, 6, 11, 16, 21, 26, 31, 36.

FORENOGN.

AFTERNOON.

Monday West Leonard street Optional.
 Tuesday North Division street Teachers' Meeting.
 Wednesday Union Grammar Union Primary.
 Thursday East Leonard street Baxter.
 Friday Diamond street South Ionia street.

WEEKS: 2, 7, 12, 17, 22, 27, 32, 37.

Monday Widdicomb street Lake.
 Tuesday Straight street Teachers' Meeting.
 Wednesday South Division street South Division street.
 Thursday Jefferson street Jefferson street.
 Friday Fountain street Seventh street.

WEEKS: 3, 8, 13, 18, 23, 28, 33, 38.

Monday Henry street Walker.
 Tuesday Second avenue Teachers' Meeting.
 Wednesday Pine street Sibley street.
 Thursday Jefferson avenue Jefferson avenue.
 Friday East Bridge street Coit avenue.

WEEKS: 4, 9, 14, 19, 24, 29, 34, 39.

Monday Wealthy avenue Oakdale.
 Tuesday Buchanan street Teachers' Meeting.
 Wednesday Plainfield avenue Palmer avenue.
 Thursday Madison avenue Madison avenue.
 Friday Hall street Hall street.

WEEKS: 5, 10, 15, 20, 25, 30, 35.

Monday Congress street Optional.
 Tuesday Central avenue Teachers' Meeting.
 Wednesday North Ionia street North Ionia street.
 Thursday Turner street Turner street.
 Friday Central Grammar Central Grammar.

SUPERVISOR OF KINDERGARTEN.

* * * *

FIRST WEEK: 1, 6, 11, 16, 21, 26, 31, 36.

Monday.....Fountain street.....East Bridge street.
 Tuesday.....Seventh street.....Madison avenue.
 Wednesday.....Straight street.....Optional.
 Thursday.....East Leonard street.....North Ionia street.
 Friday.....Buchanan street.....Jefferson avenue.

* * * *

SECOND WEEK: 2, 7, 12, 17, 22, 27, 32, 37.

Monday.....Turner street.....West Leonard street.
 Tuesday.....Association.....South Division street.
 Wednesday.....Optional.....Sibley street.
 Thursday.....Wealthy avenue.....Henry street.
 Friday.....Plainfield avenue.....Palmer avenue.

* * * *

THIRD WEEK: 3, 8, 13, 18, 23, 28, 33, 38.

Monday.....East Bridge street.....Coit avenue.
 Tuesday.....North Division street.....Seventh street.
 Wednesday.....Widdicomb street.....Optional.
 Thursday.....Central avenue.....Buchanan street.
 Friday.....Baxter street.....Congress street.

* * * *

FOURTH WEEK: 4, 9, 14, 19, 24, 29, 34, 39.

Monday.....North Ionia street.....East Leonard street.
 Tuesday.....West Leonard street.....Turner street.
 Wednesday.....Optional.....Coit avenue.
 Thursday.....Second avenue.....Association.
 Friday.....Madison avenue.....Wealthy avenue.

* * *

FIFTH WEEK: 5, 10, 15, 20, 25, 30, 35.

Monday.....Jefferson street.....Straight street.
 Tuesday.....Hall street.....Plainfield avenue.
 Wednesday.....Diamond street.....Optional.
 Thursday.....South Ionia street.....Central avenue.
 Friday.....Widdicomb street.....North Division street.

*On these weeks the order of forenoon and afternoon is reversed.

TIME SCHEDULE.

GRADE	Beginners and First	Second	Third and Fourth	Fifth and Sixth	Seventh and Eighth
Language	210	180	130	110	115
Mathematics		30'	40	50	55
Geography, Civil Government, { History and Sociology	See Language		40	50	50
Writing	See Language		15	15	15
Opening Exercises	10	10	10	10	10
Drawing	20	20	20	20	20
Music	15	15	15	15	15
Recess	30	30	30	30	20
Summary	285	285	300	300	300

NOTE.—Physiology twice a week in 5-2 and 8-1 grades. Geography in the third grade treated as language but classes graded 3-2—4-1 follow fourth grade program. In grades below the fourth, nature study, geography, history and sociology are considered "Language."

SCHOOL SESSIONS.

	A. M.	P. M.
Kindergarten, Beginners, First and Second Grades.....	9:00 to 11:30	1:15 to 3:30
Third to Eighth Grades (inclusive).....	9:00 to 11:45	1:15 to 3:30
Ninth to Twelfth Grades (inclusive).....	9:00 to 12:00	1:15 to 3:30

SCHOOL WEEKS BEGIN AS FOLLOWS.

Weeks		Weeks		Weeks	
1.....	September 3	14.....	December 2	27.....	March 17
2.....	September 9	15.....	December 9	28.....	March 24
3.....	September 16	16.....	December 16	29.....	April 7
4.....	September 23	17.....	January 6	30.....	April 14
5.....	September 30	18.....	January 13	31.....	April 21
6.....	October 7	19.....	January 20	32.....	April 28
7.....	October 14	20.....	January 27	33.....	May 5
8.....	October 21	21.....	February 3	34.....	May 12
9.....	October 28	22.....	February 10	35.....	May 19
10.....	November 4	23.....	February 17	36.....	May 26
11.....	November 11	24.....	February 24	37.....	June 3
12.....	November 18	25.....	March 3	38.....	June 9
13.....	November 25	26.....	March 10	39.....	June 16
				40.....	June 23

STATISTICAL TABLES.

TABLE I - GENERAL STATISTICS.

	1900	1901
1. Population of city according to state census	87,624	87,624
2. School population according to census (legal school age 5 to 20 years)	26,865	27,419
3. Whole number of different pupils enrolled	15,882	15,937
4. Estimated number in schools not public	3,007	3,599
5. Number of school days in the year	200	200
6. Number of days taught	189	190
7. Estimated cash value of school property	\$ 1,260,000 00	\$ 1,275,000 00
8. Assessed value of taxable property	43,264,021 00	59,956,729 00
9. Tax for school purposes, mills per dollar	8.90	9.00
10. Cost of superintendence and instruction	210,610 22	230,309 99
11. Cost of permanent improvements	11,485 34	66,476 16
12. Cost of incidentals	78,018 15	82,104 38

	Primary Department	Grammar Department	High School Department	Totals
13. Total enrollment in each department	13,458	6,920	1,639	22,017
14. Total transfers in each department	3,307	2,388	385	6,080
15. Total of different pupils enrolled	10,151	4,532	1,254	15,937
16. Total of different pupils enrolled last year	9,492	4,982	1,408	15,882
17. Average number belonging	8,022	4,061	1,165	13,248
18. Average number belonging last year	7,804	3,982	1,117	12,903
19. Average daily attendance	7,521	3,782	1,106	12,409
20. Average daily attendance last year	7,501	3,663	1,049	12,214
21. Actual number of pupils belonging at close of school year	7,421	3,779	1,110	12,310
22. Number of men teachers, including Supt. ..	23½	4½	12½	20
23. Number of women teachers	211	124	25	360
24. Number of special teachers	2	2		4
25. Number of pupils to a teacher, based on average number belonging	38	34	32	37
26. Cost of education per capita for superintendence and instruction, based on average number belonging	\$14 60	\$19 69	\$28 46	\$17 39
27. Cost per capita for incidentals, based on average number belonging	\$6 19	\$6 19	\$6 19	\$6 19
28. Total cost per capita for education	\$20 79	\$25 88	\$34 65	\$23 58
29. Number of non-resident pupils	18	15	67	100
30. Average age of class promoted	11.2	14.6	18.4	
31. Number of pupils studying Latin, 523; Greek, 15; German, 376; French, 76				

GRAND RAPIDS PUBLIC SCHOOLS.

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TABLE II. GENERAL STATISTICS FROM 1882 TO 1900 INCLUSIVE.

YEARS.	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901
Population of city based on school census.....	39066	41878	42119	44329	48810	52495	54139	64147	78646	85770	90680	*79433	*79433	*79433	*79433	100000	100000	87624	87624
Number enumerated in school census (5 to 20 years).....	11910	12081	12218	11775	14066	15128	15602	16547	20322	22163	23436	24717	25990	25055	25566	25890	26380	26865	27419
Estimated number in schools not public.....	1290	1034	1100	1290	1738	2000	2000	2200	2940	3154	3285	3438	3474	3422	3248	3514	3024	3007	3599
Whole number of different pupils enrolled.....	6932	7604	7925	8250	8539	9253	10379	10759	12183	13187	13152	13039	14201	15044	15441	15781	15915	15882	15937
Average number of pupils belonging.....	4878	5511	6042	6323	6438	7224	9902	7949	8610	10060	10598	10960	11493	12344	12760	13166	74100	12903	13248
Average daily attendance.....	4544	5240	5667	5966	6046	6818	7481	7476	8109	9517	10100	10376	10859	11608	12046	12437	12214	12187	12409
*Per cent. of whole number enrolled on No. enumerated.....	61	64	65	67	66	66	69	69	73	65	59	89	58	58	62	72	61	59	58
*Per cent. of average number belonging on No. enumerated.....	43	46	50	41	50	51	52	52	52	50	48	47	47	47	49	86	54	48	48
Per cent. of daily attendance on number enrolled.....	66	69	71	72	70	73	72	70	76	72	67	75	76	77	84	78	76	76	78
Per cent. of daily attendance on number belonging.....	93	95	94	94	94	95	94	94	95	95	94	95	95	94	94	94	94	93	93
Number of teachers (June).....	136	142	167	182	195	206	217	228	274	298	309	328	333	347	358	352	365	371	384
No. of pupils to a teacher.....	37	44	35	35	84	36	37	36	32	35	34	36	36	36	36	37	39	38	37
Cost per capita for superintendence and instruction	\$13.75	13.06	13.27	14.02	15.06	14.87	14.87	15.39	15.76	15.58	15.85	16.69	15.69	15.42	14.96	14.76	13.88	16.32	17.39
Cost per capita for incidentals.....	\$ 4.71	9.57	13.57	9.35	4.87	4.92	3.75	3.87	5.91	4.31	5.26	4.18	4.19	3.53	3.75	4.93	4.44	6.04	6.19
Total cost per capita for education.....	\$18.46	22.64	26.84	23.37	16.93	19.49	18.22	19.26	20.77	19.89	21.12	20.87	19.88	18.95	18.71	19.69	18.32	22.36	23.58
Number of non-resident pupils.....	125	167	180	138	156	201	194	246	648	104	121	128	130	112	135	145	107	103	100

*Percentage based on School census of preceding year.

*According to State census.

TABLE III—SHOWING ENROLLMENT, NUMBER BELONGING AND ATTENDANCE OF PUPILS, NUMBER OF TEACHERS, ETC.

SCHOOLS	GRADES	Whole Number Enrolled			Number of Transfers			Number Enrolled Excluding Transfers			Average Number Belonging	Attendance Daily	Number of Non-Residents	Percent. of Attendance Based on No. Belonging	Number of Teachers June 1901
		Boys		Total	Boys		Total	Boys		Total					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total					
Central High.....	9-1 to 12-2	536	815	1351	71	124	195	465	691	1156	950	900	59	95	28
Union.....	9-1 to 11-2	106	155	261	1	4	5	105	151	256	191	183	8	95	9 1-3
North Union street.....	9-1	14	13	27	0	0	0	14	13	27	24	23	23	96	1
Total.....		650	983	1639	72	128	200	584	855	1439	1165	1106	67	95	28 1-3
Central Grammar.....	6-2 to 8-2	456	524	980	158	189	347	298	335	633	526	497	3	94	14
Union.....	5-1 to 11-2	290	363	653	101	106	207	189	257	446	388	371	3	95	9 5-6
Baxter street.....	5-1 to 6-2	62	53	115	1	2	3	61	51	112	80	75	2	94	2 5-6
Buchanan street.....	5-1 to 8-2	59	67	126	13	13	26	46	54	100	89	86	2	96	3 3-8
Central avenue.....	5-1 to 6-2	117	89	206	44	38	82	73	51	124	108	103	2	95	3 3-8
Congress street.....	5-1 to 6-2	73	65	138	14	7	21	59	35	94	91	86	.....	94	2 7-8
Diamond street.....	5-1 to 6-2	47	39	86	6	4	10	41	35	76	57	51	.....	94	2 3-4
East Bridge street.....	5-1 to 6-1	73	56	129	9	6	15	64	50	114	83	78	.....	94	1 6-8
East Leonard street.....	5-1 to 6-1	52	41	93	0	6	6	43	35	78	64	61	1	96	2 1-2
Fountain street.....	5-1 to 6-2	72	70	142	20	27	47	52	43	95	82	79	.....	98	5 1-2
Hall street.....	5-1 to 8-2	101	119	220	2	2	4	99	117	216	172	169	.....	95	2 1-2
Henry street.....	5-1 to 6-2	65	64	129	23	24	47	42	40	82	77	73	.....	93	6 1-2
Jefferson avenue.....	5-1 to 8-2	211	227	438	71	69	140	140	158	298	233	217	1	93	6 1-2
Jefferson street.....	5-1 to 8-2	195	202	397	66	59	125	129	143	272	224	211	3	94	7
Madison avenue.....	5-1 to 8-2	235	270	505	95	97	192	140	173	313	248	236	1	96	7 2-8
North Division street.....	5-1 to 6-1	93	61	154	28	23	51	65	38	103	76	71	.....	93	6 1-2
North Union street.....	5-1 to 8-2	179	202	381	71	81	152	108	121	229	201	191	1	94	6 2-8
Oakdale.....	5-1 to 6-2	24	25	49	2	1	3	22	24	46	30	27	.....	93	6
Palmer avenue.....	5-1 to 8-1	68	55	123	9	5	14	59	50	109	85	82	.....	90	1 1-4
Pine street.....	5-1 to 6-1	43	31	74	5	6	11	38	25	63	49	47	.....	96	3 3-8
Plainfield avenue.....	5-1 to 7-2	73	89	162	10	10	20	63	79	142	111	108	.....	95	1 5-8
Second avenue.....	5-1 to 7-1	78	66	144	8	3	11	70	63	133	106	100	.....	97	3 7-8
Sibley street.....	5-1 to 7-2	64	65	129	5	3	8	59	62	121	101	96	.....	96	3 3-8
South Division street.....	5-1 to 8-2	217	303	520	62	90	152	155	213	368	292	274	.....	95	8 5-8
Straight street.....	5-1 to 5-2	30	36	66	1	0	1	29	36	65	32	30	.....	95	1 7-10
Turner street.....	5-1 to 8-2	147	154	301	34	19	53	113	135	248	183	166	.....	96	5 1-2
Wealthy avenue.....	5-1 to 7-2	107	109	216	8	4	12	99	105	204	168	159	.....	95	5
West Leonard street.....	5-1 to 8-2	60	87	147	28	45	73	32	42	74	64	29	.....	91	1 2-3
Wildcomb street.....	5-1	11	8	19	9	6	15	2	2	4	16	15	.....	94	1
Total.....		3392	3540	6932	912	945	1857	2390	2595	4985	4036	3758	15	94	123 89-120

GRAND RAPIDS PUBLIC SCHOOLS.

TABLE IV.—SHOWING THE AGES OF PUPILS ENROLLED.

SCHOOLS.	YEARS OF AGE.														Over 19	Total	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18			19
Central High.....			51	56	58	63	67	58	23	88	219	238	215	187	105	57	1183
Central Grammar Union.....	8	39	27	14	31	55	41	26	34	140	146	171	86	18	4	3	633
Association Kindergarten.....	22	32	21	39	42	41	52	49	43	101	151	172	118	47	14	3	1038
Buchanan street.....	20	32	30	42	41	52	49	43	25	13	9	1	2	2	2		352
Central avenue.....	11	40	45	30	27	16	7	1	3	1	1	8	2	2	2		255
Coit avenue.....	15	50	47	67	63	70	70	50	30	11	6	3	2	2	2		366
Congress street.....	32	45	57	68	63	70	70	50	30	11	6	3	2	2	2		423
Diamond street.....	28	45	57	68	63	70	70	50	30	11	6	3	2	2	2		456
East Bridge street.....	8	45	46	43	52	50	48	43	19	16	2	2	2	2	2		377
East Leonard street.....	23	59	51	52	46	44	50	35	41	45	32	7	1	1	1		387
Fountain street.....	37	51	83	56	65	65	50	33	30	13	7	2	2	2	2		360
Hall street.....	16	48	28	47	38	49	50	43	64	61	55	51	25	8	3		541
Henry street.....	30	55	61	49	67	58	42	37	68	59	64	62	18	3	3		77
Jefferson avenue.....	19	38	39	46	46	42	42	4	2	2	2	2	2	2	2		603
Lake.....	2	12	14	17	17	17	17	58	61	62	51	32	11	11	1		357
Madison avenue.....	41	26	55	49	49	49	49	44	44	44	17	7	2	2	2		476
North Division street.....	8	18	36	31	55	56	34	54	59	60	51	24	5	5	1		195
North Ionia street.....	13	37	40	34	26	38	34	54	59	60	51	24	5	5	1		349
Oakdale.....	6	14	30	24	23	32	24	21	10	8	3	1	1	1	1		372
Oral School for Deaf.....	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1		465
Palmer avenue.....	15	38	48	45	39	31	37	29	25	22	10	10	10	10	10		518
Pine street.....	10	46	47	48	44	46	41	41	44	43	31	17	2	2	2		281
Plainfield avenue.....	28	37	51	61	57	61	59	44	43	43	21	10	3	3	3		674
Second avenue.....	24	45	61	83	69	59	55	47	41	21	10	3	3	3	3		341
Seventh street.....	25	51	61	44	49	24	15	10	1	1	1	1	1	1	1		228
Sibley street.....	11	48	46	37	21	24	28	44	40	23	18	4	2	2	2		485
South Division street.....	13	37	27	48	43	103	98	3	2	2	1	1	1	1	1		614
South Ionia street.....	31	43	43	37	45	16	8	3	2	2	9	14	7	1	1		52
Straight street.....	63	70	68	87	64	48	45	24	10	9	57	30	5	1	1		68
Turner.....	23	50	66	45	58	66	64	68	2	2	2	2	2	2	2		105
Turner street.....	15	17	18	12	20	8	14	60	41	36	25	6	1	1	1		443
Ungraded.....	17	37	43	45	32	50	49	60	31	28	16	5	1	1	1		444
Walker.....	10	84	55	64	46	53	51	31	28	16	5	1	1	1	1		403
Wealthy avenue.....	18	55	50	51	50	62	49	33	19	10	6	6	6	6	6		113
West Leonard street.....	64	137	158	157	154	156	142	131	130	113	109	681	328	226	113	59	1937
Widdcomb street.....																	
Total.....	644	1372	1548	1567	1545	1536	1424	1381	1301	1153	1059	681	328	226	113	59	1937

TABLE V.—SHOWING THE DEGREE OF REGULARITY OF ATTENDANCE
IN THE SEVERAL SCHOOLS.

SCHOOLS	NUMBER OF PUPILS THAT ATTENDED SCHOOL.								
	Less than 40 days	From 40 to 80 days	From 80 to 120 days	From 120 to 160 days	From 160 to 195 days	195 days (every day)	Totals	Number of pupils not absent or tardy	Number of cases of tardiness
Central High	64	78	99	99	803	40	1283	34	1287
Central Grammar	29	55	61	95	382	11	663	9	632
Union	20	57	70	141	691	29	1038	27	751
Association Kindergarten	23	18	3	00	00	0	44	0	92
Baxter street	15	22	37	43	220	15	352	10	404
Buchanan street	12	18	15	31	158	21	255	18	127
Central avenue	18	21	23	46	249	9	366	7	289
Coit avenue	12	10	19	22	127	1	191	0	190
Congress street	30	26	35	67	253	12	423	10	264
Diamond street	26	65	27	51	283	4	486	2	472
East Bridge street	17	57	39	55	351	6	525	2	508
East Leonard street	19	14	22	53	253	16	377	14	185
Fountain street	15	20	29	65	270	8	407	7	227
Hall street	39	27	35	43	384	59	587	51	178
Henry street	19	20	26	47	245	3	360	0	382
Jefferson avenue	49	46	67	104	360	4	630	3	1008
Jefferson street	35	34	43	92	329	8	541	8	381
Lake	3	8	9	13	44	0	77	0	85
Madison avenue	22	33	47	89	400	12	603	0	421
North Division street	38	30	39	51	197	2	357	2	289
North Ionia street	24	33	43	65	302	9	476	7	368
Oakdale	10	16	12	56	100	1	195	1	231
Oral School for Deaf	0	3	0	3	10	0	16	0	84
Palmer avenue	20	15	20	51	239	4	349	4	567
Pine street	14	12	24	36	275	11	372	11	66
Plainfield avenue	20	24	35	45	320	21	465	13	319
Second avenue	26	30	47	87	307	21	518	10	907
Seventh street	5	15	34	47	174	6	281	6	157
Sibley street	15	21	19	36	245	8	344	7	183
South Division street	58	47	57	100	390	22	674	10	510
South Ionia street	21	30	24	41	109	3	228	3	193
Straight street	18	22	23	74	337	11	485	9	287
Truant	10	11	12	12	7	0	52	0	70
Turner street	33	39	54	88	383	17	614	12	245
Upgraded	15	9	16	9	19	0	68	0	38
Walker	8	8	17	23	47	2	105	2	92
Wealthy avenue	19	23	16	56	322	7	443	6	403
West Leonard street	27	22	39	87	260	9	444	11	168
Widdicombe street	19	18	36	87	239	4	403	4	164
Totals	897	1057	1273	2210	10084	416	15937	320	13228

TABLE VI.—SCHOOL CENSUS OF 1901.

WARDS.	Number Between 5 and 7 Years of Age.	Number Between 8 and 15 Years of Age.	Number Between 14 and 16 Years of Age.	Number Between 16 and 20 Years of Age.	Number of Males Between 5 and 20.	Number of Females Between 5 and 20.	Total of 1901.	Total of 1900.
First	487	1004	394	479	919	1051	1970	1960
Second	238	614	366	645	656	841	1497	1221
Third	426	1002	379	489	991	926	1917	1911
Fourth	402	1068	422	669	1053	1086	2139	2184
Fifth	750	1800	672	1118	1766	1902	3668	3608
Sixth	1076	2049	707	1076	2064	2137	4201	4064
Seventh	579	1244	408	583	1144	1262	2406	2443
Eighth	268	656	214	330	587	667	1254	1173
Ninth	408	917	270	446	872	899	1771	1685
Tenth	600	1254	417	664	1430	1088	2518	2475
Eleventh	539	1126	373	506	1069	1102	2171	2251
Twelfth	514	1004	220	435	932	1021	2953	1890
Total	6287	13738	4842	7440	13483	13982	27465	26865

TABLE VII.—SUMMARY OF THE TRUANT SCHOOL, 1900-1901.

	September	October	November	December	January	February	March	April	May	June	Total
First enrollment	23	6	2								32
Number received by transfer	1	9	7	4	3	3	3	7	3	4	44
Whole number enrolled	24	15	9	5	3	3	3	7	3	4	76
Number belonging on last of month	20	27	28	27	24	23	21	23	21	17	23
Average number belonging	18	26	31	29	23	24	22	22	22	19	24
Average daily attendance	16	23	24	23	20	21	18	17	17	16	20
Per cent. of attendance	82	86	78	80	83	89	82	80	80	84	84
Aggregate tardiness	7	8	10	1	7	5	5	15	8	4	70
Number of truancies	2	5	8	3	3	3				4	25
Number returned to other schools		4	3	3	3	1	6		3	1	24
Number sent to Industrial school		1		1			1		1		4

TABLE VIII.—SUMMARY OF THE WORK OF THE TRUANT OFFICER.

CHARACTER OF NOTICES SERVED	September	October	November	December	January	February	March	April	May	June	Totals
Number of persons warned for truancy	29	54	60	42	30	42	43	76	54	45	475
Number of persons warned for incorrigibility				3							3
Number of persons warned under compulsory law	16	64	9		2	11		17	6		125
Number of special cases investigated	215	391	420	256	343	369	379	394	356	275	3398
Number of visits to stores and factories	3	5	7	2	5	3	4	6	3	1	39
Number of persons taken from the street to school	4	7	10	6	6	8	5	3	9	3	61
Number of persons arrested on warrants		3	2	1	1	5	1	1	4	2	20
Totals	267	524	508	310	387	438	432	497	432	326	4121
Number of visits made to schools	41	86	97	64	74	90	90	85	86	60	770

**STATISTICS OF THE OPERATION OF THE SAVINGS BANKS IN THE PUBLIC
SCHOOLS DURING THE SCHOOL YEAR 1900-1901.**

**TO THE HONORABLE BOARD OF EDUCATION OF THE CITY OF
GRAND RAPIDS:**

Your Committee on School Savings Banks beg leave to
present their annual report as follows:

	Number of Rooms	Number of Pupils enrolled.	Amount collected from Schools
Central Grammar.....	15	683	\$ 138 99
Union	24	782	145 39
Baxter street	6	352	313 58
Buchanan street	7	255	179 02
Central avenue	8	366	356 27
Coit avenue	4	191	241 64
Congress street.....	8	423	268 26
Diamond street	8	456	145 70
East Bridge street	10	525	241 10
East Leonard street	8	377	216 36
Fountain street	9	407	159 09
Hall street.....	12	587	307 08
Henry street	8	360	915 41
Jefferson avenue	12	630	271 04
Jefferson street	12	541	283 55
Lake	2	77	37 75
Madison avenue	12	603	436 22
North Division street	7	373	200 34
North Ionia street.....	11	476	201 17
Oakdale.....	4	195	45 74
Palmer avenue	8	349	182 63
Pine street.....	8	372	160 33
Plainsfield avenue.....	10	465	299 82
Second avenue.....	11	518	254 44
Seventh street.....	6	281	153 38
Sibley street	8	344	183 71
South Division street.....	14	674	319 25
South Ionia street.....	4	228	127 44
Straight street	10	485	296 58
Turner street.....	12	614	423 57
Walker	2	105	55 31
Wealthy avenue.....	9	443	337 26
West Leonard street	9	444	264 48
Widdicomb street.....	8	403	96 55
Totals	198	14334	\$8258 45
Amount deposited by children directly in bank in addition to folders			989 00
Totals			\$9247 45

Number of pass books issued during the school year 680
 Number issued since introduction 9283
 Number of depositors..... 3270

MARY A. PHILLIPS, MADISON J. ULRUCH,
 JOHN A. MCCOLL, HENRY E. LOCHER,
 W. H. ELSON, Committee.

DISTRICT BOUNDARIES.

NOTE—Where a street is given as constituting a boundary, the line passes through the center of the street, unless otherwise stated.

Central High School—Twelfth Grade.

The city limits.

Central High School—Ninth, Tenth and Eleventh Grades.

Grand river on the west and city limits on the north, east and south.

Central Grammar School.

Beginning at the river on Trowbridge street, Trowbridge to Clinton street, Clinton (both sides) to Observatory street, Observatory street to the railroad, railroad to Bradford street, Bradford to North avenue, Bradford (both sides) to College avenue, College to Pleasant avenue, Pleasant to East street, East to Stewart street, Stewart (not including it) to the city limits, city limits on the east to Sherman street, Sherman to East street, East to Thomas street, Thomas (not including it) to Union street, Union (both sides) to Cherry street, Cherry to State street, State (not including it) to Jefferson avenue, Jefferson to Island street, Jefferson (both sides) to East Fulton street, East Fulton (both sides) to North Division street, North Division to Monroe street, Monroe to Pearl street, Pearl to the river, river to Trowbridge street.

Union High School.

Grand river on the east and south, and city limits on the north and west.

Union—Grammar and Primary School.

Beginning at Seventh street and the railroad, Seventh (both sides) to the river, river to West Bridge street, West Bridge to Stocking street, Stocking (both sides) to Fifth street; Fifth (not including it) to the railroad, railroad to Seventh street.

Baxter Street School.

Beginning at the corner of East street and Wealthy avenue, Wealthy (not including it) to Eureka avenue, Wealthy to Fuller street, Fuller to Alexander avenue, Alexander to South East street, South East to Logan street, South East (not including it) to Wealthy avenue.

Buchanan Street School.

Beginning at Michigan Central railroad on Hall street, Hall street to South Ionia street, South Ionia street (both sides) to Stevens street, Stevens street to South Division street, South Division street to Cottage Grove avenue, Cottage Grove avenue to Jefferson avenue, Jefferson avenue (not including it) to Griggs avenue, Griggs avenue to Union street, Union street to Burton avenue, Burton avenue to Michigan Central railroad, Michigan Central railroad to Hall street.

Central Avenue School.

Beginning at the corner of South Division street and Fifth avenue, Fifth (not including it) to Jefferson avenue, Jefferson (both sides) to Powell street, Powell (both sides) to South Lafayette street, South Lafayette (both sides) to Hall street, Hall to South Ionia street, South Ionia to Eighth avenue, Eighth to South Division street, South Division (both sides) to Fifth avenue.

Coit Avenue School.

Beginning at the corner of Clinton and Observatory streets, Observatory to the railroad, railroad to Bradford street, Bradford to North avenue, North (not including it) to Hastings street, Hastings to Clancy street, Clancy (both sides) to East Bridge street, East Bridge to Coit avenue, East Bridge (not including it) to Clinton street, Clinton street (both sides) to Observatory street.

Congress Street School.

Beginning at the corner of Packard and East Fulton streets, East Fulton to Fuller street, Fuller to Wealthy avenue, Wealthy to Eureka avenue, Wealthy (not including it) to South East street, South East to Cherry street, Cherry (not including it) to Packard street, Packard (both sides) to East Fulton street.

Diamond Street School.

Beginning at the corner of North East and Stewart streets, Stewart (not including it) to city limits, city limits on the east and north to East Fulton street, East Fulton to North East street, North East to Stewart street.

East Bridge Street School.

Beginning at the corner of Bostwick and East Bridge streets, East Bridge (both sides) to Coit avenue, East Bridge to Clancy street, Clancy (not including it) to Hastings street, Hastings to North avenue, North avenue (both sides) to Bradford street, Bradford (both sides) to College avenue, College (both sides) to Pleasant avenue, Pleasant (both sides) to North East street, North East to Crescent avenue, Crescent (not including it) to Bostwick street, Bostwick to East Bridge street.

East Leonard Street School.

Beginning at the corner of Plainfield avenue and Page street, Page (both sides) to North avenue, North to Curtis street, Curtis (both sides) to the city limits, city limits north and east to Stewart street, Stewart (both sides) to East street, East to Pleasant avenue, Pleasant (not including it) to College avenue, College (not including it) to Bradford street, Bradford (not including it) to North avenue, Bradford to the railroad, railroad to Plainfield avenue, Plainfield to Page street.

Fountain Street School.

Beginning at the corner of Ottawa and Fountain streets, Fountain to Bostwick street, Bostwick to Crescent avenue, Crescent (both sides) to North East street, North East to East Fulton street, East Fulton to Packard street, Packard (not including it) to Cherry street, Cherry (not including it) to Union street, Cherry to State street, State (not including it) to Jefferson avenue, Jefferson to Island street, Jefferson (both sides) to East Fulton street, East Fulton (both sides) to Division street, North Division to Monroe, Monroe to Ottawa street, Ottawa to Fountain street.

Hall Street School.

Beginning at the river on Fifth avenue, Fifth (not including it) to the G. R. & I. R. R., the railroad to city limits, city limits on the south and west.

Henry Street School.

Beginning at the corner of Cherry and South Union streets, Cherry (both sides) to South East street, South East to Wealthy avenue, Wealthy (both sides) between Eureka avenue and South East street, South East (both sides) to Logan street, South East to Thomas street, Thomas (not in-

cluding it) to South Union street, South Union (both sides) to Cherry street.

Jefferson Avenue School.

Beginning at Hall and South Ionia streets, Hall to South Lafayette street, South Lafayette (not including it) to Highland avenue, Highland (not including it) to South Union street, South Union to Griggs avenue, Griggs to Jefferson avenue, Jefferson (both sides) to Cottage Grove avenue, Cottage Grove to South Division street, South Division to Stevens street, Stevens to South Ionia street, South Ionia street (not including it) to Hall street.

Jefferson Street School.

Beginning at the corner of Gold and West Bridge streets, West Bridge to the river, river to Butterworth avenue, Butterworth (both sides) to Gold street, Gold (both sides) to West Fulton street, West Fulton to Indiana street, Indiana to Shawmut avenue, Shawmut to Straight street, Straight to Sibley street, Sibley to Gold street, Gold to West Bridge street.

Lake School.

Beginning at the corner of Fuller and East Fulton streets, East Fulton to the city limits, city limits to Alexander avenue, Alexander to Fuller street, Fuller to East Fulton street.

Madison Avenue School.

Beginning at the corner of Jefferson avenue and Pleasant street, Pleasant and Mills streets (both sides) to South Union street, South Union (not including it) to Thomas street, Thomas (both sides) to South East street, South East to Hall street, Hall to South Union street, South Union to Highland avenue, Highland (both sides) to South Lafayette street, South Lafayette (not including it) to Powell street, Powell

(not including it) to Jefferson avenue, Jefferson (not including it) to Pleasant street.

North Division Street School.

Beginning at the river on Newberry street, Newberry (both sides) to Clinton street, Clinton (not including it) to East Bridge street, East Bridge (both sides) to Bostwick street, Bostwick to Fountain street, Fountain to Ottawa street, Ottawa to Monroe street, Monroe to Pearl street, Pearl to the river, river to Newberry street.

North Ionia Street School.

Beginning at the river on Quimby street, Quimby to the railroad, railroad to Observatory street, Observatory to Clinton street, Clinton (not including it) to Newberry street, Newberry (not including it) to the river, river to Quimby street.

Oakdale School.

Beginning at the corner of Alexander avenue and South East street, Alexander to city limits, city limits on the east and south to South Union street, South Union to Hall street, Hall to South East street, South East to Alexander avenue.

Palmer Avenue School.

Beginning at the river and city limits, city limits on the north and east to Sweet street, Sweet to the river, river to the city limits.

Pine Street School.

Beginning at the city limits on Fourth street, Fourth (both sides) to Pettibone street, Pettibone (not including it) to Third street, Third to Stocking street, Stocking (not including it) to West Bridge street, West Bridge to city limits, city limits to Fourth street.

Plainfield Avenue School.

Beginning at the river on Sweet street, Sweet to city limits, city limits on the east to Curtis street, Curtis (not including it) to North avenue, North to Page street, Page (not including it) to Plainfield avenue, Plainfield to the railroad, railroad to Quimby street, Quimby to the river, river to Sweet street.

Second Avenue School.

Beginning at the river on Bartlett street, Bartlett to Ellsworth avenue, Ellsworth to Wealthy avenue, Wealthy to the railroad, railroad to Fifth avenue, Fifth (both sides) to the river, river to Bartlett street.

Seventh Street School.

Beginning at the city limits on Eleventh street, Eleventh to the railroad, railroad to Fifth street, Fifth (both sides) to Stocking street, Stocking (not including it) to Third street, Third to Pettibone street, Pettibone (both sides) to Fourth street, Fourth (not including it) to city limits, city limits to Eleventh street.

Sibley Street School.

Beginning at the city limits on West Bridge street, West Bridge to Gold street, Gold to Sibley street, Sibley to Straight street, Straight to Shawmut avenue, Shawmut to Indiana street, Indiana to West Fulton street, West Fulton to city limits, city limits to West Bridge street.

South Division Street School.

Beginning at the river on Pearl street, Pearl and Monroe streets to North Division street, North Division to East Fulton street, East Fulton (not including it) to Jefferson avenue,

Jefferson (not including it) to Cherry street, Jefferson (both sides) to Goodrich street, Goodrich to LaGrave street, LaGrave to First avenue, First to South Division street, First (not including it) to the railroad, railroad to Wealthy avenue, Wealthy to Ellsworth avenue, Ellsworth to Bartlett street, Bartlett to the river, river to Pearl street.

South Ionia Street School.

Beginning at the railroad on First avenue, First (both sides) to Central avenue, Central to Pleasant street, Pleasant (both sides) to Jefferson avenue, Jefferson (both sides) to Fifth avenue, Fifth (both sides) to South Division street, South Division (not including it) to Eighth avenue, Eighth to South Ionia street, South Ionia to Hall street, Hall to G. R. & I. R. R., railroad to First avenue.

Straight Street School.

Beginning at the city limits on West Fulton street, West Fulton to Gold street, Gold (not including it) to Butterworth avenue, Butterworth (not including it) to the river, river to city limits, city limits to West Fulton street.

Turner Street School.

Beginning at the corner of Broadway and the city limits, city limits to the river, river to Seventh street, Seventh (not including it) to the railroad, railroad to Eleventh street, Eleventh (both sides) to Broadway, Broadway (both sides) to city limits.

Walker School.

City limits on the north to West street, West (not including it) to Eleventh street, Eleventh to city limits.

Wealthy Avenue School.

Beginning at the corner of Island street and Jefferson avenue, Jefferson to State street, State (both sides) to Cherry street, Cherry to South Union street, South Union (not including it) to Mills street, Mills and Pleasant streets (not including them) to Central avenue, Central and LaGrave street to Goodrich street, Goodrich to Jefferson avenue, Jefferson (not including it) to Cherry street, Jefferson (both sides) to Island street.

West Leonard Street School.

Beginning at the corner of Alpine avenue and city limits, city limits to Broadway, Broadway (not including it) to Eleventh street, Eleventh (not including it) to the railroad, Eleventh to Alpine avenue, Alpine (both sides) to city limits.

Widdicomb Street School.

City limits on the north to Alpine avenue, Alpine (not including it) to Eleventh street, Eleventh to West street, West (both sides) to North street, North to city limits.

LIST
OF
TEACHERS
FOR
Year 1901-'02.



THE UNIVERSITY OF MICHIGAN LIBRARY

GRAND RAPIDS PUBLIC SCHOOLS.

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REPORT OF THE COMMITTEE ON TEACHERS YEAR 1901 AND 1902.

SCHOOL.	TEACHER.	RESIDENCE	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN GRAND RAPIDS	SALARY	CERTIFICATE HELD
Superintendent	W. H. Elson, A. B.	17 Campbell place.	University of Indiana.	1900	1900	\$3,200	1st
Asst. Superintendent.	Theresa Townsend.	36 Parkwood avenue.	Battle Creek, Mich.	1890	1890	1,500	1st
Central High.	A. J. Volland, A. B., principal.	145 Madison avenue.	University of Michigan.	1885	1885	2,300	1st
"	Alice M. James, A. B., precept.	130 North Lafayette st.	Carleton College.	1880	1880	1,200	1st
"	Agnes R. Ginn, session room.	47 Barclay street.	Syracuse Classical School.	1885	1885	1,100	1st
"	Edwin F. Snell, B. S., sess. room	101 Crescent avenue.	Northern Indiana Normal.	1894	1894	1,100	1st
"	Alva P. Srivier, B. S., sess. room.	961 Rose street.	Indiana Normal.	1898	1898	1,100	1st
"	F. A. Bacon, A. B., sess. room.	23 Dunham street.	Albion and U. of Chicago.	1898	1898	1,100	1st
"	S. Helen Allen, Ph. B.	3 Windsor terrace.	University of Michigan.	1898	1898	800	1st
"	Belle Chalmers.	33 Paddock street.	Columbus Com'l College.	1894	1894	800	1st
"	Helene C. Christ.	104 Washington street.	Saginaw High school.	29	1888	900	1st
"	Emma J. Cole.	323 Ransom street.	Cornell University.	32	1881	800	1st
"	Eva J. Daniels, A. B.	183 East Fulton street.	Vassar College.	4	1894	700	1st
"	Ellen Dean.	53 Bridge street.	Vermont.	26	1876	500	1st
"	Grace F. Ellis, B. S., B. L.	11 North Union street.	Olivet College.	10	1896	800	1st
"	Edward J. Hall, A. B.	58 Briggs court.	Oswego Normal.	19	1897	900	1st
"	Nellie M. Hayes, B. S.	1166 Fifth avenue.	Harvard and M. S. N. C.	4	1899	1,000	1st
"	Irma Health, Ph. B.	41 Eleventh street.	University of Michigan.	5	1893	800	1st
"	Arthur H. Heaton, B. L.	382 Lyon street.	University of Michigan.	12	1897	800	1st
"	Fay Mar Hopkins.	173 Second avenue.	University of Michigan.	12	1893	1,000	1st
"	Cornelia Hulst.	88 Founttain street.	Mich. State Nor. U. of M.	8	1898	800	1st
"	Charles A. Jewell, Jr., B. S.	138 North Prospect street.	University of Michigan.	17	1883	1,000	1st
"	Anna S. Jones, A. B.	181 North Lafayette st.	University of Michigan.	5	1901	800	1st
"	Sadie R. Leavitt.	70 Paris avenue.	University of Wisconsin.	12	1890	800	1st
"	Esther H. Marsh, A. B.	13 Portsmouth terrace.	University of Michigan.	6	1898	800	1st
"	Caroline A. Sheldon.	The Plaza.	Cooper Institute.	12	1899	800	1st
"	Mary S. Simpson, A. M.	700 Jefferson avenue.	Leland Stanford.	4	1893	700	1st
"	Burton E. Smith.	34 Hermitage street.	Mich. State Normal Col.	10	1895	1,000	1st
"	Amanda Stout.	173 Ransom street.	Greenville, Mich.	21	1884	900	1st
"	Elizabeth Yost.	32 Barclay street.	Hillsdale, Berlin.	10	1901	750	1st
"	Iva M. Belden, clerk.	225 Central avenue.	Central High school.	10	1898	400	

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SCHOOL.	TEACHER.	RESIDENCE	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN GRAND RAPIDS	SALARY	CERTIFICATE HELD
Central Grammar	E. A. Carpenter, principal	3 Portsmouth terrace	Grand Rapids	27	1900	\$1,400	1st
"	Mary N. Owen	345 South College avenue	Mich. State Normal Col.	19	1882	750	1st
"	Mary H. Welsh	The Herkimer	Mich. State Normal Col.	14	1891	625	2d
"	Annie E. Bettes	123 North Prospect street	Grand Rapids	14	1886	625	2d
"	Helen Ahnfeldt	21 North Union street	University of Michigan	23	1889	575	1st
"	Emma C. Hardcastle	22 Jefferson avenue	Easton, Pa.	15	1885	650	2d
"	Cora M. Riggs	447 South Lafayette st.	Grand Rapids	9	1896	625	2d
"	Louise Vernor	530 Cherry street	Marshall, Mich.	25	1875	625	2d
"	Julia A. Wyckoff	162 Barclay street	Grand Rapids	18	1886	675	2d
"	Florence N. Greene	33 Barclay street	Montreal, Canada	13	1891	600	2d
"	Katherine Gunther	290 Watson street	Grand Rapids	8	1891	675	2d
"	Jessie M. Hoyt	55 Hollister street	Mich. State Normal Col.	13	1895	675	2d
"	Grace Foote	269 East Fulton street	University of Michigan	7	1897	600	3d
"	Florence Ross	372 Fountain street	Grand Rapids	9	1892	625	2d
"	Helen J. Hood	269 Ninth street	Grand Rapids	23	1882	650	2d
"	Bertha Cornelius	337 Lyon street	Vermillion College, Ohio	10	1893	875	3d
"	Elizabeth Cavanaugh	1390 Fifth avenue	Ann Arbor, Mich.	8	1898	650	3d
"	Paul E. Wright	161 North Prospect street	Grand Rapids	8	1901	650	2d
Union	Albert Jennings, B. S., LL. B., principal	65 Scribner street	University of Michigan	22	1897	2,100	1st
"	Elwood F. Denmon, A. B.	415 East Bridge street	University of Michigan	12	1892	1,050	1st
"	Marion L. Jennings	60 Briggs court	Mich. State Normal Col.	12	1891	900	1st
"	Amelia McSweeney, A. B.	197 Jefferson avenue	University of Michigan	10	1895	800	1st
"	Minnie L. Neeland	72 Kellogg street	Mass. Normal Art School	10	1894	320	1st
"	Augusta L. Franck	232 Turner street	University of Michigan	27	1890	800	1st
"	Elton P. Billings, A. B.	260 Grandville avenue	University of Michigan	5	1896	1,000	1st
"	Alice A. Parker	35 Morrison street	State Nor., Buffalo, N. Y.	23	1878	800	1st
"	Gurney O. Dillingham	282 Terrace avenue	Chamberlain Institute	15	1890	1,100	1st
"	Evelyn C. Vyn, A. B.	363 North Front street	University of Michigan	2	1900	700	1st
"	Florence J. Huntington	The Plaza	Mich. State Normal Col.	15	1893	650	1st
"	Agnes R. Van Buren	249 Turner street	Grand Rapids	21	1879	680	2d
"	H. Olivia Kelly	288 Turner street	Schoolcraft, Mich.	13	1897	625	2d
"	Phila L. Hamilton	209 Turner street	Grand Rapids	24	1876	625	2d

GRAND RAPIDS PUBLIC SCHOOLS.

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Union.	Georgetta Kennedy, Ph. B.	286 Scribner street.	University of Michgan.	9	1896	600	1st
"	Ivy Slayton.	281 Flat street.	Whitehall and U. of Mich.	15	1890	600	1st
"	Anna S. Rose.	166 Scribner street.	Grand Rapids.	19	1882	600	3d
"	Jennie E. Bennett.	361 Scribner street.	Grand Rapids.	10	1890	575	2d
"	Nellie M. Chase.	246 Broadway.	Jackson and G'd Rapids.	12	1891	575	2d
"	Jennie A. Emery.	184 Turner street.	Grand Rapids.	16	1885	575	3d
"	Sadie D. Brown.	66 Scribner street.	Grand Rapids.	11	1890	575	3d
"	Lena L. Chase.	245 Broadway.	Jackson & Grand Rapids.	6	1894	575	2d
"	Maud M. French.	51 West Fulton street.	Grand Rapids.	3	1897	500	3d
"	Frances Van Buren.	209 Turner street.	Grand Rapids.	15	1886	575	2d
"	Edith L. Smith.	493 Turner street.	Grand Rapids.	4	1896	550	2d
"	Idalyn M. Richards.	185 Fremont street.	Grand Rapids.	10	1890	575	2d
"	Frank F. Ulrich, clerk.	200 West Broadway.	Grand Rapids.	1899	400		
Association Kinder-							
garden	Ada Lockwood (supply).	87 Bartlett street.	G. R. Kgn. Training sch'l	3	1901	450	3d
Baxter street.	Belle M. Tower, principal.	131 Jefferson avenue.	Grand Rapids.	31	1870	725	2d
"	Eleanor V. Rawlinson.	180 Terrace avenue.	Albion College.	7	1899	650	2d
"	Hedwig I. Moeller.	126 Shawmut avenue.	Grand Rapids Normal.	3	1899	350	3d
"	Clara Orr.	38 Waverly place.	Rockford, Mich.	19	1891	350	3d
"	Elsie M. Field.	536 Jefferson avenue.	Grand Rapids.	11	1889	575	2d
"	Clara K. Nebel.	146 West Bridge street.	Grand Rapids Normal.	11	1899	350	3d
"	Anna J. Keeler.	567 Cherry street.	Grand Rapids Normal.	2	1898	450	3d
"	Edith L. Spaulding.	671 Madison avenue.	Olivet and Indianapolis.	5	1901	575	1st
Buchanan street.	Florence L. Rose, principal.	15 Coit avenue.	St. Johns and Kalamazoo.	16	1893	750	2d
"	Marilla S. Chapman.	14 Venham avenue.	Lowell, Mich.	11	1891	650	2d
"	Alma Rosenthal.	139 West Fulton street.	Grand Rapids Normal.	8	1893	600	1st
"	Bessie McNabb.	38 Morris avenue.	Blount College.	7	1898	575	2d
"	Caroline R. Chamberlain.	81 Washington street.	Grand Rapids and Mass.	15	1881	575	2d
"	Henrietta C. Krause, cadet.	251 Crescent avenue.	Grand Rapids Normal.	4	1901	300	3d
"	Carrie Niehaus.	161 Livingston street.	Grand Rapids Normal.	2	1896	550	3d
Central avenue.	Blanche Fitzgerald.	15 Terrace avenue.	Grand Rapids Normal.	4	1896	450	1st
"	Jessie G. Lathrop, principal.	180 Tycamore street.	Grand Rapids.	15	1886	750	2d
"	Mattie R. Smith.	Kortlander building	Rockford, Mich.	12	1892	650	2d
"	Euretta C. Banister.	214 Jefferson avenue.	Fort Wayne, Ind.	8	1898	600	3d
"	Mariquita Wendel.	21 Sheldon street.	Grand Rapids.	11	1891	575	3d
"	Jessie Noyes.	25 Richard terrace.	Kalamazoo, Mich.	7	1895	575	3d
"	Ella C. Shanessy.	222 Seventh avenue.	Grand Rapids.	3	1897	500	3d
"	Mary Crow.	113 Fountain street.	Grand Rapids Normal.	10	1884	575	3d
"	Carrie B. Jewett.	436 South Lafayette st.	Grand Rapids.	19	1881	575	3d
"	Cora A. Lowrie.	351 Jefferson avenue.	Grand Rapids.	2	1898	450	3d
Coit avenue.	Georgia E. Knapp, principal.	353 Thomas street.	Hillsdale College.	8	1893	650	2d
"	Mary Eaton.	263 Crescent avenue.	Grand Rapids.	10	1889	575	3d
"	Mary L. Smith.	121 Newberry street.	Grand Rapids Normal.	6	1894	575	3d
"	Maude F. Carew.	118 Clancy street.	Grand Rapids Normal.	3	1897	500	3d
"	Annette Van Leuwen.	266 North Ionia street.	G'd Rapids High school.	1900	350	3d	
"	Helen S. Sauers, principal.	581 East Fulton street.	G'd Rapids High school.	1871	775	2d	

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SCHOOL.	TEACHER.	RESIDENCE	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN GRAND RAPIDS	SALARY	CERTIFICATE HELD
Congress street.....	Alice P. Kimball.....	130 Bostwick street.....	M. S. N. C. and Saybrook.	14	1897	\$ 600	1st
" " " " " "	Viola D. Bacon.....	612 Cherry street.....	G'd Rapids High school.	19	1879	575 3d	575 3d
" " " " " "	Lana Bishop.....	354 Fountain street.....	Howard City & Potosky.	17	1885	575 3d	575 3d
" " " " " "	Hattie J. Beverley.....	267 Henry street.....	Grand Rapids Normal.	2	1899	450 3d	450 3d
" " " " " "	Anna Vander Weyden.....	385 Crescent avenue.....	Grand Rapids Normal.	5	1895	575 3d	575 3d
" " " " " "	Lillian Hunt.....	13 Mechanic street.....	Grand Rapids.	12	1887	575 2d	575 2d
" " " " " "	Ella W. Fletcher.....	135 South Prospect street.....	Grand Rapids Normal.	6	1893	575 3d	575 3d
Diamond street.....	Jessie B. Ridgely.....	158 Washington street.....	Eaton, O., and G'd Rapids	2	1900	450 3d	450 3d
" " " " " "	H. Antoinette Lathrop, principal	403 West Bridge street.....	Western College.	28	1870	775 2d	775 2d
" " " " " "	Adelaide E. Beach.....	483 South Ionia street.....	Homer Academy, N. Y.	21	1879	600 3d	600 3d
" " " " " "	Ella E. Dockery.....	26 Packard street.....	Rockford, Mich.....	13	1890	575 3d	575 3d
" " " " " "	Luella E. Whitworth.....	65 Packard street.....	Grand Rapids.	10	1881	575 3d	575 3d
" " " " " "	Cora A. Gardnier.....	225 Barclay street.....	Grand Rapids.	19	1881	575 3d	575 3d
" " " " " "	Martha Clay.....	160 South Union street.....	Olivet College.	1	1899	400 3d	400 3d
" " " " " "	Louise Biddle, cadet.....	124 Jeanette street.....	Sturgis, Mich.....	1	1901	300 3d	300 3d
" " " " " "	Flora L. Carr.....	The Herkimer.....	Chicago, Ill.....	7	1894	575 3d	575 3d
" " " " " "	Nelle Sheehan, cadet.....	75 Fitzhugh street.....	Grand Rapids.	1901	1901	300 3d	300 3d
East Bridge street.....	Elizabeth Lynch.....	149 Terrace street.....	G. R. K'g Training sch'l.	2	1898	450 3d	450 3d
" " " " " "	M. Orinda Barkley, principal.....	48 Terrace avenue.....	Grand Rapids and Olivet.	30	1883	800 2d	800 2d
" " " " " "	Grace B. Sidener.....	171 East Bridge street.....	Sturgis, Chicago Normal.	7	1899	575 3d	575 3d
" " " " " "	Ida Hickey.....	257 Crescent avenue.....	Grand Rapids.	17	1874	575 2d	575 2d
" " " " " "	Elisabetha Meyerl.....	385 East Bridge street.....	University of Michigan.	1	1900	575 1st	575 1st
" " " " " "	Henrietta Mallard.....	191 Crescent avenue.....	Grand Rapids.	19	1881	575 3d	575 3d
" " " " " "	Nelle L. Walsh.....	302 1/2 East Bridge street.....	G. R. and Valparaiso Nor.	8	1895	575 2d	575 2d
" " " " " "	Maude H. Hilton.....	87 East Bridge street.....	Grand Rapids.	2	1898	450 2d	450 2d
" " " " " "	Loretta I. Morrissey.....	488 South Ionia street.....	Grand Rapids Normal.	4	1896	550 3d	550 3d
" " " " " "	Alice M. R. Gillette.....	212 North College avenue	Grand Rapids Normal.	0	1900	350 3d	350 3d
" " " " " "	Mary L. Machemer.....	33 Bostwick street.....	Constantine, Mich.....	6	1895	575 3d	575 3d
" " " " " "	Carrie E. Bartlett.....	334 Crescent avenue.....	Grand Rapids Normal.	7	1892	575 3d	575 3d
East Leonard street.....	Louise Lane Sifton, principal.....	619 Wellington Flats.....	St. Thomas, Ont.....	11	1893	750 2d	750 2d
" " " " " "	Mary F. Keller.....	175 Coit avenue.....	Grand Rapids.	10	1890	575 3d	575 3d
" " " " " "	Bertha M. McCormick.....	138 Livingston street.....	Grand Rapids.	4	1896	550 2d	550 2d
" " " " " "	Leonia E. Driscoll.....	287 Ninth avenue.....	Grand Rapids.	3	1897	500 2d	500 2d

East Leonard street...	Kathrine V. DeVine.....	746 North Lafayette st...	Grand Rapids.....	1	1899	400	3d
" " " "	Grace A. Godfrey, cadet.....	179 Clinton street.....	Grand Rapids.....	3	1900	300	3d
" " " "	Jennie M. Miller.....	161 Sweet street.....	Grand Rapids.....	8	1897	500	3d
" " " "	Nellie C. Finn.....	67 Carrier street.....	Grand Rapids.....	3	1891	575	2d
" " " "	Jean M. Rowe.....	414 Broadway.....	Grand Rapids.....	15	1901	300	3d
Fountain street.....	Evelyn L. Ward, principal.....	147 Summer street.....	Grand Rapids.....	15	1896	775	1st
" " " "	Franc C. Godfrey.....	48 Eureka avenue.....	Eaton Rapids.....	21	1895	600	3d
" " " "	Irene A. Galusha.....	The Plaza.....	Flint, Mich.....	9	1894	775	3d
" " " "	Edith M. Burnett.....	363 North Front street.....	Flint, Mich.....	15	1899	575	3d
" " " "	Helen E. Dickerman.....	147 Summer street.....	Grand Rapids Normal.....	6	1893	575	3d
" " " "	Helen T. Wetzel.....	10 Portsmouth terrace.....	Bay City Normal.....	8	1899	575	3d
" " " "	Flora Bronner.....	147 Summer street.....	Dowagiac, Mich.....	9	1896	575	3d
" " " "	Winnifred Martine.....	45 Paris avenue.....	Kenosha, Wis.....	11	1890	575	3d
" " " "	Mary S. Louwerse.....	60 Sinclair street.....	Grand Rapids Normal.....	2	1898	450	3d
" " " "	Hester C. Fuller.....	222 North Prospect street.....	G. R. K'g. Training sch'l.....	9	1892	575	3d
Hall street.....	Elizabeth L. Morrissey, principal.....	488 South Ionia street.....	St. Bernard's, Troy N. Y.....	12	1889	850	2d
" " " "	Jane E. Petrie.....	298 Ninth avenue.....	St. Johns and U. of Mich.....	11	1891	850	2d
" " " "	Bertha B. Greenbaum.....	304 South Union street.....	Grand Rapids Normal.....	8	1893	625	2d
" " " "	T. Evelyn Vander Velde.....	121 Highland avenue.....	Grandville, Mich.....	7	1892	600	2d
" " " "	Maria L. Vander Veen.....	143 Fountain street.....	Grand Rapids and Olivet.....	5	1895	600	2d
" " " "	Bessie Brady.....	194 LaGrave street.....	Houghton and Montreal.....	6	1899	575	3d
" " " "	N. May Colburn.....	82 North Union street.....	Grand Rapids Normal.....	5	1894	575	3d
" " " "	Olive D. Hicks.....	227 Tenth avenue.....	Cedar Springs, Mich.....	9	1892	575	3d
" " " "	Florence M. Spring.....	258 North Prospect street.....	Grand Rapids.....	4	1895	550	3d
" " " "	Maria A. Newberg.....	West Bridge street.....	Grand Rapids Normal.....	1	1899	400	3d
" " " "	Maree J. Smith.....	425 Jefferson avenue.....	Grand Rapids Normal.....	3	1897	500	3d
" " " "	Jessie C. Osburn.....	197 Crescent avenue.....	Grand Rapids Normal.....	2	1898	450	3d
" " " "	Charlotte B. Pope.....	671 Madison avenue.....	G. R. K'g. Training sch'l.....	3	1900	500	3d
Henry street.....	Louise K. Mitchell, principal.....	77 Wellington flats.....	Grand Rapids.....	18	1883	750	2d
" " " "	Annie H. Read.....	23 Henry street.....	Grand Rapids.....	20	1881	600	3d
" " " "	Lizzie R. Hanchet.....	48 Lyon place.....	Grand Rapids.....	28	1871	575	3d
" " " "	Dexa Creswell.....	83 Lyon place.....	Mich. State Normal Col.....	31	1867	350	2d
" " " "	Julia F. Coffinberry.....	80 LaGrave street.....	Grand Rapids.....	11	1891	575	3d
" " " "	Maudie Boynton.....	84 South Prospect street.....	Cincinnati, O.....	2	1896	450	3d
" " " "	Kathryn A. Britton.....	198 Cass avenue.....	Grand Rapids.....	7	1891	575	3d
" " " "	E. Estelle Hazeltine.....	20 Henry street.....	Grand Rapids.....	7	1896	575	3d
" " " "	Mary J. Wagner.....	61 James street.....	Grand Rapids.....	20	1887	850	1st
Jefferson avenue.....	Clara E. Skinner, principal.....	345 South College avenue.....	Mich. State Normal Col.....	10	1891	650	1st
" " " "	Agnes Steele.....	848 LaBelle avenue.....	Flint, Mich.....	14	1895	650	1st
" " " "	May Cornell.....	768 South Lafayette st.....	Horse Heads, N. Y.....	10	1893	625	1st
" " " "	Grace Aldrich.....	485 Madison avenue.....	Mich. State Normal Col.....	9	1891	625	1st
" " " "	Helen H. Hall.....	120 Central avenue.....	Grand Rapids.....	9	1893	600	2d
" " " "	Jennella A. Manley.....	332 South Union street.....	Bellevue, O.....	9	1893	600	2d
" " " "	Ella A. Griffin.....	468 Jefferson avenue.....	Grand Rapids Normal.....	5	1898	575	3d
" " " "	Elizabeth Brady.....	143 Sheldon street.....	Grand Rapids.....	9	1891	575	3d
" " " "	Alice C. Doyle.....	882 Fifth avenue.....	Mich. State Normal Col.....	10	1891	575	3d

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SCHOOL.	TEACHER.	RESIDENCE	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN GRAND RAPIDS	SALARY	GRADE OF CERTIFICATE HELD
Jefferson avenue.....	Edith G. Godwin.....	Wyoming	Grand Rapids Normal.....	3	1896	\$ 500	3d
"	Milcah Frace.....	633 Madison avenue.....	Grand Rapids Normal.....	1	1900	350	3d
"	Maude E. Clarke.....	5 Emma avenue.....	Grand Rapids Normal.....	7	1893	575	3d
Jefferson street.....	Elizabeth Goodrich.....	21 LaGrave street.....	G. R. King Training sch l	6	1888	575	1st
"	Arthur F. Benson, principal.....	178 East Fulton street.....	Mich. State Normal Col.....	8	1899	850	1st
"	Nora Matthews.....	53 East Bridge street.....	Hastings, Mich.....	10	1891	650	2d
"	Edith M. Madden.....	292 Fourth street.....	Grand Rapids Normal.....	6	1894	625	2d
"	Julia E. Smith.....	217 Third avenue.....	Mich. State Normal Col.....	5	1895	600	1st
"	Christine Wilson.....	209 West Fulton street.....	Grand Rapids Normal.....	11	1889	600	2d
"	Lillian Thomas.....	35 Barclay street.....	Mich. State Normal Col.....	3	1899	500	2d
"	Effie M. Bevier.....	347 Bowery street.....	Grand Rapids Normal.....	7	1893	575	3d
"	Clara Fuller.....	450 Third street.....	Grand Rapids Normal.....	6	1895	575	3d
"	Helen Hurt, cadet.....	240 Turner street.....	Mich. State Normal Col.....	3	1901	300	2d
"	Sarah A. McDermott.....	315 Bowery street.....	Grand Rapids Normal.....	3	1896	500	3d
"	Mabel Rawlinson, cadet.....	530 Cherry street.....	Grand Rapids Normal.....	7	1893	575	3d
"	Guineila Strand.....	161 Mt. Vernon street.....	Grand Rapids Normal.....	7	1893	450	3d
Lake	Bertha Spaulding.....	671 Madison avenue.....	Indianapolis King Normal	2	1895	600	2d
"	Celina A. Wykes, principal.....	48 Eureka avenue.....	Mich. State Normal Col.....	10	1890	600	2d
Madison avenue.....	Ida A. Bellamy.....	19 Campbell place.....	Mich. State Normal Col.....	24	1883	850	1st
"	Lucy M. Bettles, principal.....	133 North Prospect street	Grand Rapids.....	24	1883	850	2d
"	Harriet H. Hatch.....	146 Terrace avenue.....	Mich. State Normal Col.....	11	1889	650	2d
"	Ella C. Turner.....	479 South Lafayette st.....	Grand Rapids.....	14	1892	650	2d
"	Corra B. Harvey.....	102 Henry street.....	Ludington, Mich.....	6	1895	625	1st
"	Mary E. Hyland.....	271 Sheldon street.....	Grand Rapids.....	9	1890	600	3d
"	Lou W. Gray.....	12 Kennedy street.....	Grand Rapids.....	6	1894	575	3d
"	Bessie A. Newton.....	8 Bates street.....	Greenville and U. of Mich	1	1898	550	3d
"	Nanna C. Crozier.....	161 East Bridge street.....	M. S. N. C. and U. of M.	13	1887	575	3d
"	Marianna V. Mason.....	352 Jefferson avenue.....	Grand Rapids.....	13	1887	575	3d
"	Georgie Shear.....	56 Sheldon street.....	Mich. State Normal Col.....	10	1890	450	2d
"	Daisie J. Blandford.....	247 Gold street.....	Grand Rapids.....	4	1896	550	3d
"	Fennie A. R. Wilcox.....	1068 Gilbert street.....	Grand Rapids.....	10	1890	450	2d
"	Adam Toren.....	769 South Lafayette st.....	Grand Rapids Normal.....	4	1896	550	3d
North Division street.....	Lou Irwin, principal.....	162 Stocking street.....	Grand Rapids.....	10	1891	725	1st

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North Division street.	J. Frances Streng	325 North Prospect street	Grand Rapids	17	1881	600	1st
"	Anna L. Maynard	151 Coit avenue	Grand Rapids	15	1886	575	3d
"	Carrie M. Oliver	31 Lyon place	Oswego Normal	21	1882	575	2d
"	Lillian M. Keyes	580 Wealthy avenue	Grand Rapids	10	1891	575	2d
"	Gertrude Ellis	204 East Leonard street	Grand Rapids Normal	4	1896	550	2d
"	Carolyn French, cadet	51 West Fulton street	Grand Rapids Normal	4	1901	550	3d
"	Elizabeth Cove	498 East Bridge street	Grand Rapids	4	1901	550	3d
North Ionia street	Ella P. Stephenson, principal	35 Monroe street	Oswego Normal	31	1873	850	1st
"	Max B. Leavitt, A. M.	70 Cass avenue	University of Michigan	8	1898	800	1st
"	Corra L. Bodwell, A. B.	169 Stoddard avenue	University of Michigan	5	1901	850	1st
"	Hattie Ferguson	17 Stoddard avenue	Wheaton College, Illinois	31	1884	650	2d
"	Nattie B. Brown	229 Jefferson avenue	Mich. State Normal Col.	9	1892	650	1st
"	Nora B. Hennessy	131 Wealthy avenue	Grand Rapids Normal	5	1896	625	2d
"	Cornelia E. Newton	617 Wealthy avenue	Grand Rapids	6	1896	625	2d
"	Julia Bolvin	139 Taylor street	Grand Rapids	17	1881	600	2d
"	Viola Thurston	76 Hermitage building	Grand Rapids Normal	8	1892	575	2d
"	Gertrude L. Vaughn	158 East Bridge street	Merced Pa., & Ore. S. N.	9	1899	575	2d
"	Edith M. Curtis	35 Columbia avenue	Grand Rapids	10	1886	575	3d
"	Clara M. Saunders	106 Plainfield avenue	Grand Rapids	5	1896	575	3d
"	Violet G. E. Lowes	15 North Forrest street	Grand Rapids	7	1893	575	3d
"	Mary L. Williams	163 Central avenue	Oakland, Cal.	3	1900	500	3d
Oakdale	Carrie Plank, principal	102 Second street	Grand Rapids Normal	22	1879	650	2d
"	Anna Poland	21 Crawford street	Grand Rapids Normal	4	1896	550	3d
"	Lillian Matthews	93 East Bridge street	Grand Rapids Normal	4	1895	550	3d
"	Mina A. Wilde	148 Marshall street	G. R. and M. S. N. C.	4	1898	550	3d
"	Florence Culham	104 Madison avenue	Grand Rapids Normal	12	1899	900	3d
Oral school for deaf	Margaret Sullivan	Herkimer building	Appleton and Milwaukee	9	1899	900	3d
"	Anna M. Condon	290 Sheldon street	Plattville and Milwaukee	6	1894	800	3d
"	Blanche E. Smith	280 Eleventh avenue	G. Rapids and Milwaukee	13	1889	750	2d
Palmer avenue	Johanna Schravasande, principal	857 Home avenue	Grand Rapids	14	1886	625	2d
"	Ida M. O'Brien	65 Caladonia street	Grand Rapids	13	1891	600	2d
"	Olive C. Galloway	14 North Union street	Grandville, Mich.	13	1891	600	2d
"	Elizabeth O'Keefe	1183 Fifth avenue	Grandville, Mich.	8	1894	575	3d
"	Martha J. Omans	286 Ottawa street	Rockford, Mich.	10	1892	575	3d
"	Iris I. Dunham	18 Grand avenue	Grand Rapids Normal	8	1896	550	3d
"	Myrtle M. Blasen	161 Coit avenue	Grand Rapids Normal	2	1893	450	3d
"	Grace A. Harrington	14 North Union street	G. Rapids; Kalama. Sem.	7	1893	575	3d
Pine street	Jennie M. Barnard, principal	35 Allen street	Grand Rapids	3	1897	750	2d
"	Mary F. Baldwin	533 East Fulton street	Grand Rapids Normal	2	1896	550	2d
"	Jennie M. Barnes	692 South Division street	G. R. N. and Prang N. A.	5	1895	575	3d
"	Etta M. Fuller	113 Dayton street	Grand Rapids Normal	1	1899	400	2d
"	Nora D. Fox	46 Kennedy street	Grand Rapids Normal	3	1897	500	2d
"	Bessie I. Savage	344 First street	Grand Rapids Normal	3	1897	500	2d
"	Nina G. Burdick	137 LaGrave street	Mich. State Normal Col.	9	1893	575	2d
"	Jeanette Vanderburg	16 North Lane avenue	Grand Rapids Normal	3	1897	500	2d

GRAND RAPIDS PUBLIC SCHOOLS.

REPORT OF THE COMMITTEE ON TEACHERS YEAR 1901 AND 1902.

SCHOOL.	TEACHER.	RESIDENCE	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN GRAND RAPIDS	SALARY	CERTIFICATE OF GRADE OF
Pine street.....	Helena M. Raftery.....	87 Michigan street.....	Grand Rapids Normal.....	2	1898	\$ 450	3d
Plainfield avenue.....	Ida M. Knettle, principal.....	216 Ransom street.....	Grand Rapids.....	17	1882	800	2d
"	Alice A. Finn.....	67 Carrier street.....	Grand Rapids.....	13	1888	600	3d
"	J. Verta Pond.....	364 Crescent avenue.....	Rockford, Mich.....	20	1881	600	3d
"	Stella Kromer.....	4 Oakley place.....	Grand Rapids.....	13	1886	575	2d
"	Nell A. Stansbury.....	40 Eureka avenue.....	Lafayette, Ind., Purdue U.....	13	1901	500	3d
"	Margaret McDermott.....	315 Bowers street.....	Grand Rapids Normal.....	2	1898	450	3d
"	Abbie Moran.....	177 Plainfield avenue.....	Grand Rapids.....	13	1886	575	3d
"	Lillie M. White.....	831 Canal street.....	Grand Rapids.....	4	1896	550	3d
"	Mary Chubb.....	315 East Bridge street.....	Grand Rapids.....	11	1889	575	3d
"	Nettie E. Side.....	46 Henrietta street.....	Grand Rapids Normal.....	9	1892	575	3d
"	Gertrude B. Champin.....	310 Plainfield avenue.....	Grand Rapids Normal.....	2	1898	450	3d
Second avenue.....	Clara Ward, principal.....	440 South Lafayette st.....	Grand Rapids.....	14	1887	825	1st
"	Etta F. Jones.....	33 Wenham avenue.....	Brighton, Mich.....	10	1891	600	3d
"	Edith M. Culver.....	1063 Union boulevard.....	Grand Rapids.....	8	1893	600	3d
"	Eliza Wilson.....	809 Wealthy avenue.....	Grand Rapids.....	10	1891	575	1st
"	Harriet Thomasma.....	133 Court street.....	Grand Rapids.....	2	1898	450	3d
"	Lottie E. Piper.....	266 North Front street.....	Grand Rapids.....	7	1896	575	3d
"	Jennie E. Hyer.....	24 Sycamore street.....	Valparaiso, Ind.....	9	1893	575	3d
"	Helen De Graaf.....	247 South Division street.....	Grand Rapids.....	7	1893	575	3d
"	Bertha C. Stein.....	255 Twelfth avenue.....	Grand Rapids.....	1	1900	400	3d
"	Elizabeth C. DeVries.....	415 South Ionia street.....	Grand Rapids.....	9	1892	350	3d
"	Eva M. Ames.....	270 Fourth avenue.....	Grand Rapids.....	11	1892	575	3d
"	Mattie M. Brown.....	119 Summer street.....	Grand Rapids.....	11	1884	575	3d
Seventh street.....	Julia V. Doran, principal.....	90 Summer street.....	University of Michigan.....	13	1885	700	2d
"	Gertrude R. Madden.....	292 Fourth street.....	Grand Rapids Normal.....	3	1897	500	2d
"	Mae F. Carroll.....	322 South Union street.....	Cook County Normal.....	8	1898	575	2d
"	Bessie F. Carpenter.....	69 Fourth street.....	Grand Rapids Normal.....	4	1896	550	2d
"	May Aldrich.....	485 Madison avenue.....	Mich. State Normal Col.....	7	1896	575	2d
"	Myrtle Cress.....	247 Straight street.....	Grand Rapids Normal.....	2	1898	450	2d
"	Gretchen Orth, cadet.....	173 Ransom street.....	G. R. King Training sch'l.....	2	1901	300	3d
"	Margaret Strahan, principal.....	221 Mt. Vernon street.....	Grand Rapids.....	16	1883	750	1st
Sibley street.....	Kate A. McDermott.....	315 Bowers street.....	Grand Rapids Normal.....	8	1892	600	3d

GRAND RAPIDS PUBLIC SCHOOLS.

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Sibley street.	Cecilia W. Vander Veen.....	143 Fountain street.....	Grand Rapids.....	10	1889	600	24
"	Grace H. Laubach.....	413 Turner street.....	Grand Rapids Normal.....	6	1894	575	24
"	Margaret P. Doran.....	90 Summer street.....	University of Michigan.....	10	1888	575	34
"	Edith M. Van Wicklin.....	236 West Broadway.....	Grand Rapids Normal.....	1	1899	400	34
"	Nina B. Ulrich.....	260 West Broadway.....	Grand Rapids Normal.....	2	1898	450	34
"	Elizabeth Grant.....	673 South Lafayette st.....	Grand Rapids.....	10	1891	575	24
"	Myrtle Russell.....	180 Terrace avenue.....	Mich. State Normal Col.....	6	1899	575	1st
South Division street.	J. R. Hunzicker, principal.....	826 Madison avenue.....	Waverly, Iowa.....	17	1896	900	24
"	Jessie M. Peck.....	422 Wellington Flats.....	G. R. & Washington, D.C.....	10	1891	650	24
"	Laura E. Golds.....	133 Sheldon street.....	Mich. State Normal Col.....	8	1895	650	24
"	Annie Turner.....	479 South Lafayette st.....	Grand Rapids.....	13	1887	650	24
"	Elizabeth Oakwood.....	48 Third avenue.....	Grand Rapids.....	10	1891	625	1st
"	Katherine J. Morrissey.....	498 South Ionia street.....	G. R. & Cook Co. Normal.....	11	1890	625	24
"	Nettie M. Bogardus.....	Wellington Flats.....	Grand Rapids Normal.....	6	1893	600	34
"	Lillian M. Storrs.....	140 Third avenue.....	Grandville, Mich.....	7	1895	575	24
"	May H. Fitzgerald.....	63 Central avenue.....	Grand Rapids Normal.....	6	1894	575	34
"	Mary Vander Velde.....	121 Highland avenue.....	Grandville, Mich.....	6	1898	575	24
"	Julia C. Gelcock.....	555 South Lafayette st.....	Grand Rapids Normal.....	3	1900	500	34
"	Emma Morrison.....	472 South Division street.....	Grand Rapids Normal.....	3	1897	500	34
"	Ophelia C. Blake.....	311 Cherry street.....	Grand Rapids Normal.....	3	1897	575	24
"	Gertrude L. Felling.....	100 Powell street.....	Grand Rapids Normal.....	3	1897	500	34
South Ionia street.	Gertrude Streng.....	335 North Prospect street.....	Watertown, N. Y. & Mich.....	34	1869	500	34
"	Amy Norton Calkins, principal.....	58 Sheldon street.....	Grand Rapids Normal.....	17	1883	575	24
"	Blanche Howell.....	294 Twelfth avenue.....	Mich. State Normal Col.....	10	1893	650	24
"	Belle J. Berry.....	884 Griggs avenue.....	Grand Rapids Normal.....	2	1898	450	24
"	Myrtelle B. Turner.....	597 South Ionia street.....	Grand Rapids Normal.....	6	1893	575	34
Straight street.	Jennie V. Gordon, principal.....	58 Charles street.....	G. R. Kng. Training sch l.....	3	1900	500	34
"	Grace Thomasma.....	133 Court street.....	Ypsilanti, Mich.....	20	1888	800	24
"	Flora Lanfear.....	32 North avenue.....	Grand Rapids Normal.....	3	1897	500	34
"	Louise Sullivan.....	231 West Broadway.....	Grand Rapids Normal.....	3	1897	500	34
"	Matilda A. Scholz, cadet.....	63 Broadway.....	Grand Rapids Normal.....	1	1900	450	34
"	Ethelyn Blair.....	285 South Jefferson street.....	Grand Rapids Normal.....	10	1901	300	24
"	Lillian Thurston.....	94 California street.....	Grand Rapids.....	10	1891	575	34
"	Addie E. Field.....	4 Livingston street.....	Lisbon, Mich.....	17	1884	575	34
"	Ruby Livingstone.....	294 Straight street.....	Grand Rapids Normal.....	3	1896	500	34
"	Nuta Kellar.....	16 Gold street.....	Grand Rapids Normal.....	1	1899	400	34
Turner street.	Zinna Lutten.....	69 Summer street.....	Grand Rapids Normal.....	6	1894	575	34
"	Charles H. Cogshall, principal.....	615 South Ionia street.....	G. R. Kng. Training sch l.....	5	1894	475	34
"	Mary E. Kline.....	366 Jefferson avenue.....	Mich. State Normal Col.....	10	1898	850	1st
"	M. Alice McKinnis.....	332 South Union street.....	Grand Rapids.....	12	1888	625	1st
"	Mattie O. Reeder.....	84 Ransom street.....	Nashville, Ferris College.....	10	1901	600	34
"	Magdalene H. Kollen.....	197 Ransom street.....	Grandville, Mich.....	14	1887	600	24
"	Anna D. Wylie.....	40 North Union street.....	Hope College.....	11	1891	575	24
"	Annie Broderick.....	6 Fair street.....	Oberlin College.....	7	1890	575	24
"	E. Lillian Easton.....	72 Hollister street.....	Grand Rapids Normal.....	5	1895	575	24
"			Cedar Springs, Mich.....	11	1899	575	34

GRAND RAPIDS PUBLIC SCHOOLS.

REPORT OF THE COMMITTEE ON TEACHERS YEAR 1901 AND 1902.

SCHOOL.	TEACHER.	RESIDENCE.	WHERE EDUCATED	NO. OF YEARS IN CHARGE OF ROOMS	WHEN FIRST ENGAGED IN	SALARY	GRADE OF
							TEACHER HELD
Turner street.	Esther Kinsella.	191 Chatham street.	Grand Rapids Normal.	5	1896	\$ 575	2d
"	Kate B. Coyle.	88 Turner street.	Grand Rapids Normal.	7	1895	575	3d
"	Glady L. Van Deusen.	43 Lyon place.	Grand Rapids Normal.	2	1898	450	3d
"	Clarette Houston.	296 Scribner street.	Sturgis, Mich.	15	1899	575	2d
"	Jana Ransom.	414 North Front street.	Grand Rapids.	19	1882	575	2d
Walker.	Ellie Kyle Loflin, principal.	19 Campbell place.	Mich. State Normal Col.	18	1898	550	1st
Wealthy avenue.	Edith M. Johnson.	275 Sheldon street.	Grand Rapids Normal.	4	1899	550	2d
"	Christine M. Keck, principal.	188 Fifth avenue.	G. R. and U. of Mich.	10	1889	775	2d
"	Lura E. Runkel.	113 Sheldon street.	Dakota State Normal.	8	1901	650	2d
"	May A. Stocum.	127 South Ionia street.	G. R. and M. S. N. S.	5	1895	625	2d
"	Etta M. Barton.	272 Lyon street.	Muskegon, Mich.	10	1894	600	3d
"	Cora Welmer.	349 Paris avenue.	Mich. State Normal Col.	12	1892	575	2d
"	Allie A. Crumback.	148 Cass avenue.	Grand Rapids.	2	1896	450	2d
"	Evelyn Holland.	332 South Union street.	Grand Rapids.	14	1884	575	2d
"	Martha L. Dole.	137 Fountain street.	G. R. Normal and U. of M.	9	1899	400	3d
"	G. Edith Seekell.	30 Charles street.	Grand Rapids Normal.	21	1884	775	2d
"	Annie J. Blanchard.	1083 Wealthy avenue.	Ada, Mich., and G. R.	13	1888	575	2d
West Leonard street.	Mary Folston, principal.	192 Straight street.	Grand Rapids.	11	1899	575	2d
"	Anna G. Carroll.	296 Scribner street.	Grand Haven, Mich.	4	1896	550	3d
"	Martha A. Briggs.	78 West Leonard street.	Grand Rapids.	10	1890	350	3d
"	Helen J. Courtney.	151 Colt avenue.	Grand Rapids.	8	1892	575	3d
"	Maudie L. Kinney.	883 Brown avenue.	Grand Rapids.	3	1897	500	3d
"	Dora M. Dillenback.	478 Alpine avenue.	Wilson, N. Y.; M. S. N. C.	10	1900	350	3d
"	Katharine Huwer.	1183 Fifth avenue.	Grand Rapids Normal.	3	1898	500	3d
"	M. Helen O'Keefe.	622 Canal street.	Grand Rapids Normal.	12	1888	575	2d
"	Sylvia M. Harris.	70 Bostwick street.	Cook County	4	1896	550	2d
"	Mary Lincoln.	8 Nelson place.	Grand Rapids.	9	1890	675	3d
Widdicombe street.	Constance M. Wurzburg.	64 West Broadway.	Grand Rapids.	4	1890	675	3d
"	Theresa M. Wurzburg.	344 First street.	Grand Rapids.	9	1890	300	2d
"	Mina R. Savage.	574 Broadway.	Mich. State Normal Col.	1901	1901	450	2d
"	Harriet Wentzler.	291 Scribner street.	Mich. State Normal Col.	1900	1900	450	2d
"	LeVerne A. Pelton, cadet.	18 Wairoa street.	Mich. State Normal Col.	1900	1900	450	2d
"	Lisa Potter.						

Widdicombe street.....	Nelle D. Klose.....	253 Turner street.....	Grand Rapids Normal.....	2	1898	450	3d
" ".....	Ella M. Wynkoop.....	494 Turner street.....	Grand Rapids.....	8	1901	575	2d
" ".....	Bertha M. Palmer.....	537 East Fulton street.....	G. R. Kng. Training sch'l	2	1900	450	3d
Manual Training.....	George S. Waite, supervisor.....	88 Washington street.....	Toledo, Normal Training.....	16	1900	1,500	
" ".....	Vinnette M. Russell.....	58 Briggs court.....	Richmond, Cook Co. Nor.	4	1901	850	
" ".....	Orlow L. Whitcomb.....	615 South Ionia street.....	Toledo, Normal Manual.....	2	1901	700	
" ".....	Maude Fuller.....	403 Fountain street.....	G'd Rapids; Philadelphia	2	1901	700	
" ".....	Ruth M. Chapin.....	83 Washington street.....	Toledo, Normal Manual.....	7	1901	625	
" ".....	Florence M. Wales.....	316 Fountain street.....	Toledo, Normal Manual.....	7	1901	625	
" ".....	Helena Vanduren.....	158 Colt avenue.....	Toledo, Normal Manual.....	5	1901	625	
" ".....	Helen Torrey.....	101 South College avenue	Holland, Mich.....	1	1901	625	
" ".....	Fleta Paddock.....	270 Cass avenue.....	Detroit, Pratt Institute...	6	1901	550	
" ".....	Eleanor Temple.....	313 Scribner street.....	Three Oaks, M. A. College	2	1901	560	
" ".....	Deborah Garfield.....	Burton farm.....	Muskegon, Boston Cook S	2	1901	300	
Music.....	Florence Marsh.....	The Warwick.....	Lansing, M. A. College...	9	1899	1,000	1st
Drawing.....	Florence E. Ellis.....	156 South Division street.	Detroit and M. S. N. C....	8	1897	1,000	1st
Kindergarten.....	Bertha L. Bradford.....	242 Scribner street.....	Cooper Union, N. Y.....	8	1897	750	3d
Clerk in supt's office.	Kate L. Baldwin.....	538 East Fulton street.....	G. R. and Indianapolis...	6	1895	750	3d
			Grand Rapids Normal.....	1897		500	3d

BOARD OF EDUCATION---1900-1901.

OFFICERS.

H. E. LOCHER,	-	-	-	-	-	-	-	President.
ED. H. STEIN,	-	-	-	-	-	-	-	Secretary.
F. M. DAVIS,	-	-	-	-	-	-	-	Treasurer.
W. H. ELSON,	-	-	-	-	-	-	-	Superintendent of Schools.
THERESE TOWNSEND,	-	-	-	-	-	-	-	Assist. Superintendent of Schools.
GEO. I. DAVIDSON,	-	-	-	-	-	-	-	Supt. of Construction and Janitors.
F. B. FEE,	-	-	-	-	-	-	-	Truant Officer.
E. H. CHURCH,	-	-	-	-	-	-	-	Supply Clerk.

TRUSTEES.

FIRST WARD,	-	-	-	-	Martin C. DeJager, H. E. Locher.
SECOND WARD,	-	-	-	-	Edwin F. Sweet, Josephine A. Goss.
THIRD WARD,	-	-	-	-	Alde L. T. Blake, Elvin Swarthout.
FOURTH WARD,	-	-	-	-	J. A. S. Verdier, Arthur C. Denison.
FIFTH WARD,	-	-	-	-	Henry H. Leffingwell, Benn M. Corwin.
SIXTH WARD,	-	-	-	-	John A. McColl, John H. Joldersma.
SEVENTH WARD,	-	-	-	-	J. G. Blickley, Joseph Albright.
EIGHTH WARD,	-	-	-	-	Frank E. Brown, Henry Riechel.
NINTH WARD,	-	-	-	-	Madison J. Ulrich, Frederick Wheeler.
TENTH WARD,	-	-	-	-	John B. Hilliker, John Rowson.
ELEVENTH WARD,	-	-	-	-	John A. Hoedemaker, Mary A. Phillips.
TWELFTH WARD,	-	-	-	-	Ed. H. Stein, J. M. Wright.

The Mayor, Member Ex-Officio.

LIBRARY.

LIBRARIAN,	-	-	-	-	-	-	-	Lucy Ball.
ASSISTANTS,	Elizabeth Steinmann,	first assistant;	Adah C. Canfield,	second assistant;	Anna M. Besancon,	Ida M. Rosenberg,	Florence E. Reynolds,	Anna Pollard, May Quigley and Marina D. Allen.

STANDING COMMITTEES.

SCHOOLS—	Trustees Blake, Brown, Goss, Hilliker, Wheeler, Corwin and the President.
TEACHERS—	Trustees Corwin, Hoedemaker, Albright, Verdier, Ulrich, Wright, Riechel, Blake and the President.
TEXT BOOKS—	Trustees Hoedemaker, Wright, Albright, Blake, Riechel.
PUBLIC LIBRARY—	Trustees Albright, DeJager, Stein.
WAYS AND MEANS—	Trustees DeJager, Verdier, Sweet.
CLAIMS AND ACCOUNTS—	Trustees Sweet, Rowson, Denison.
BUILDINGS—	Trustees Leffingwell, Rowson, Brown, Blickley, Joldersma.
APPARATUS AND SCHOOL LIBRARY—	Trustees Hilliker, Phillips, Swarthout.
GROUNDS—	Trustees McColl, Denison, Wheeler, Hilliker, Sweet.
SUPPLIES—	Trustees Joldersma, Swarthout, Hoedemaker, Rowson, McColl.
SPECIAL TRAINING—	Trustees Goss, Denison, Wheeler, Swarthout, Phillips.
STATIONERY SUPPLIES—	Trustees Blickley, Joldersma, Leffingwell, the President and the Secretary.
SCHOOL SAVINGS BANK—	Trustees Phillips, McColl, Ulrich, the President and the Superintendent of Schools.

BOARD OF EDUCATION---1901-1902.

OFFICERS.

BENN M. CORWIN, - - - - -	President.
ED. H. STEIN, - - - - -	Secretary.
F. M. DAVIS, - - - - -	Treasurer.
W. H. ELSON, - - - - -	Superintendent of Schools.
THERESE TOWNSEND, - - - - -	Assist. Superintendent of Schools.
GEO. I. DAVIDSON, - - - - -	Supt. of Construction and Janitors.
F. B. FRE, - - - - -	Truant Officer.
E. H. CHURCH, - - - - -	Supply Clerk.

TRUSTEES.

FIRST WARD, - - - - -	H. E. Locher, *Ale Bursma.
SECOND WARD, - - - - -	Josephine A. Goss, Edwin F. Sweet.
THIRD WARD, - - - - -	Elvin Swarthout, Cyrus E. Perkins.
FOURTH WARD, - - - - -	Arthur C. Denison, Adelmor D. Plumb.
FIFTH WARD, - - - - -	Benn M. Corwin, Henry H. Leffingwell.
SIXTH WARD, - - - - -	John H. Joldersma, Frank L. Bean.
SEVENTH WARD, - - - - -	Joseph Albright, J. G. Blickley.
EIGHTH WARD, - - - - -	Henry Riechel, Frank E. Brown.
NINTH WARD, - - - - -	Frederick Wheeler, Edgar S. Kiefer.
TENTH WARD, - - - - -	John Rowson, John B. Hilliker.
ELEVENTH WARD, - - - - -	Mary A. Phillips, Warren H. Gibson
TWELFTH WARD, - - - - -	J. M. Wright, Ed. H. Stein.
The Mayor, Member Ex-Officio.	

LIBRARY.

LIBRARIAN, - - - - -	Elizabeth Steinmann.
ASSISTANTS, - - - - -	Anna M. Besancon, first assistant; Annie A. Pollard, second assistant; Ida L. Rosenberg, reference librarian; Frances B. Turner, assistant reference librarian; Adah C. Canfield, cataloguer; Florence E. Reynolds, May G. Quigley, Marina D. Allen, Georgia M. Hubbard.

STANDING COMMITTEES.

SCHOOLS—Trustees Riechel, Goss, Hilliker, Bursma, Swarthout, Denison and the President.
TEACHERS—Trustees Denison, Albright, Wright, Perkins, Kiefer, Gibson, Locher, Riechel and the President.
TEXT BOOKS—Trustees Albright, Wright, Swarthout, Bean, Brown.
PUBLIC LIBRARY—Trustees Brown, Locher, Gibson.
WAYS AND MEANS—Trustees Sweet, Perkins, the Mayor.
CLAIMS AND ACCOUNTS—Trustees Wheeler, Plumb, Stein.
BUILDINGS—Trustees Leffingwell, Rowson, Wheeler, Blickley, Joldersma.
APPARATUS AND SCHOOL LIBRARY—Trustees Hilliker, Bean, Phillips.
GROUNDS—Trustees Joldersma, Rowson, Blickley, Sweet, Kiefer.
SUPPLIES—Trustees Swarthout, Leffingwell, Plumb, Hilliker, Wright.
SPECIAL TRAINING—Trustees Goss, Wheeler, Denison, Leffingwell, Riechel.
STATIONERY SUPPLIES—Trustees Blickley, Joldersma, Locher, the President and the Secretary.
SCHOOL SAVINGS BANK—Trustees Phillips, Sweet, Bursma, the President and Superintendent of Schools.
KENT SCIENTIFIC MUSEUM —Trustees Swarthout, Rowson, Bean.

*Died December 5, 1901.

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